DOCUMENT RESUME

ED 434 904 TM 030 132

TITLE	North Carolina Preliminary State Testing Results, 1998-99: Multiple-Choice Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability/Testing.
PUB DATE	1999-08-06
NOTE	162p.; For 1997-98 testing results, see ED 425 182.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Academic Achievement; *Achievement Tests; Elementary Secondary Education; Language Arts; Mathematics Achievement; Reading Achievement; State Norms; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS	*North Carolina End of Course Testing Program; *North Carolina End of Grade Testing Program

ABSTRACT

Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the state's "Standard Course of Study." These state-normed tests were administered to more than 568,000 students in grades 3 through 8 in 1998-99. End-of-course tests were developed for high school to measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills to over 630,000 students in 1998-99. Grade 3 pretests were administered to more than 98,000 students early in the 1998-99 school year. A high school comprehensive test in reading and mathematics was also administered, for the first time, to students in grade 10. This document contains preliminary results for these tests. These results may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. The "State Testing Results," when released, will be a comprehensive compendium of student performance on these tests. The preliminary results show areas of achievement gains by North Carolina students in some areas. Disparities in performance among ethnic subgroups were noted for the grade 3, end-of-grade, high school comprehensive, and end-of-course tests. The achievement test results of students with limited English proficiency are also outlined. (Contains 91 tables and 7 figures.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TM

ED 434 904

The 1998-99 North Carolina

Preliminary State Testing Results

Multiple-Choice
Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests

August 6, 1999

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Harriette Hiatt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☑ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TM030132

Public Schools of North Carolina
www.dpi.state.nc.us
State Board of Education
Department of Public Instruction
Office of Instructional and Accountability Services
Division of Accountability Services / Testing Section

BEST COPY AVAILABLE

Acknowledgements

The development of a comprehensive document that contains student and school system performance on Grade 3 Pretests, End-of-Grade, High School Comprehensive tests, and End-of-Course tests requires the skill and efforts of many individuals. We would like to thank Mildred Bazemore and Stephen Blackwelder for their assistance in preparing all phases of this publication; George Stubblefield and Betty Marsh for supplying the statistical data; Karen Eller, for creating the tables and figures, and Andrea Barefoot, Anthony Wells, and Katie McCann for verifying accuracy of the numbers and editing.

Notice

The performance results presented in this report are based on **preliminary data**. The reader is referred to the notes accompanying each table or figure. These notes indicate the revision date of the data used for that table or figure. Further corrections may be made to school system data after the date of this report's release. The North Carolina Department of Public Instruction will release a more complete report of State Testing Results (the "Green Book"), after data have been finalized.

Abstract

The 1998-99 North Carolina Preliminary State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course Multiple-Choice Tests

Background

- Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the *Standard Course of Study*. These state-normed tests were administered to over 568,000 students in grades 3 through 8 at the end of the 1998-99 school year.
- End-of-course tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. Multiple choice tests were administered in Algebra I; Algebra II; Biology; Chemistry; Economic, Legal and Political Systems (ELP); English I; Geometry; Physical Science; Physics and U.S. History to over 630,000 students during the 1998-99 school year.
- Grade 3 Pretest in reading and mathematics was administered to more than 98,000 students in the beginning of the 1998-99 school year. This is the third year of the administration of this test which provides pre-scores for third graders for use in the ABCs Accountability Program. The Pretest at grade 3 measures the knowledge and skills specified for grade 2. Student scores on this test are used to measure student growth in performance during the third grade year in the areas of reading and mathematics.
- The high school comprehensive test in reading and mathematics was first administered in 1997-98 to all students in grade 10. The test is used to measure student growth in achievement in reading and mathematics since completion of grade 8. It was administered to more than 75,000 students during the 1998-99 school year.

Grade 3 Pretest Findings

- These preliminary results show that 67.5 percent of students entering third grade scored at or above Achievement Level III on the *reading* pretest while 75.0 percent scored at or above Achievement Level III on the *mathematics* pretest. The percent of students scoring at or above Achievement Level III on the Grade 3 Reading Pretest in 1998-99 increased 2.2 percentage points from 1997-98. The percent of students scoring at or above Achievement Level III on the Grade 3 Mathematics Pretest in 1998-99 increased 3.5 percentage points from 1997-98.
- Disparities in performance among subgroups were noted in these preliminary results. In *reading*, the American Indian (53.3%), Black (54.0%), and Hispanic (55.0%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (71.3%), Asian (73.1%) and White (74.9%) subgroups in these preliminary data. In *mathematics*, the American Indian (60.9%), Black (61.0%), and Hispanic (65.8%) subgroups had lower percentages

performing at Achievement Level III or above than the Multi-Racial (77.8%), White (82.4%), and Asian (84.3%) subgroups.

End-of-Grade Findings

- Preliminary data from 1998-99 suggest the percentage of students in grades 3-8 performing at Achievement Level III and above in reading and mathematics combined continues to grow, from 52.9 percent in 1992-93 to an estimated 69.1 percent in 1998-99.
- In these preliminary data, mean scale scores for reading increased at least slightly from 1997-98 to 1998-99 at every grade level except grade 5 (remained the same). Preliminary mean scale scores for mathematics increased somewhat at every grade level. On average, student performance increased on end-of-grade testing every year.
- A higher percentage of females (72.1%) than males (66.2%) scored at or above Achievement Level III in these preliminary data. This follows a consistent trend established with the 1992-93 school year's testing.
- Disparities in performance were present among subgroups. The Black (48.5%), Hispanic (55.5%), and American Indian (55.6%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (70.4%), Asian (75.0%) and White (79.2%) subgroups in these preliminary data.

High School Comprehensive Findings

- These preliminary results show that 61.1 percent of students taking the high school comprehensive test scored at or above Achievement Level III in *reading* while 61.4 percent scored at or above Achievement Level III in *mathematics*. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in reading in 1998-99 increased 5.5 percentage points from 1997-98. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in mathematics in 1998-99 increased 6.5 percentage points from 1997-98.
- Disparities in performance among subgroups were noted in these preliminary results. In *reading*, the Black (38.4%), American Indian (42.8%), and Hispanic (48.5%) subgroups had lower percentages performing at Achievement Level III or above than the Asian (60.2%), Multi-Racial (65.8%), and White (71.1%) subgroups in these preliminary data. In *mathematics*, the Black (36.8%), American Indian (45.0%), and Hispanic (50.2%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (60.5%), Asian (70.7%), and White (71.9%) subgroups in these preliminary data.

End-of-Course Findings

- A higher percentage of females than males performed at Achievement Level III or above in Algebra I and English I in these preliminary data. More males than females scored at or above Achievement Level III on Algebra II, Biology, Chemistry, ELP, Geometry, Physical Science, Physics, and U.S. History end-of-course testing.
- Performance among subgroups varied while tending to be relatively consistent across subjects in these preliminary data. The Asian subgroup had highest performance on Algebra I, Algebra II, Chemistry, and Physics. On Biology, ELP, English I, Geometry, and Physical Science, the White subgroup had the largest percentage scoring at Achievement Level III or above. On U.S. History, the Multi-Racial subgroup had the largest percentage scoring at Achievement Level III or above. On most of the end-of-course tests the Hispanic, American Indian, and Black subgroups had the lowest percentages of students performing at or above Level III. The Hispanic subgroup had somewhat better performance than the American Indian subgroup, which in turn had somewhat better performance than the Black subgroup.

Students with Limited English Proficiency

- Among students meeting the Limited English Proficiency requirement, the highest average performance was on Physics, with 68.8 percent scoring at Achievement Level III or above. Performance on Algebra I was very similar, with 68.3 percent scoring Level III or above. Algebra II (59.3%), Chemistry (46.0%), Geometry (38.9%), U.S. History (26.0%), ELP (25.0%), Biology (24.3%), English I (23.7%) and Physical Science (23.0%) saw lower percentages of these students scoring at Level III or above in these preliminary data.

The 1998-99 North Carolina Preliminary State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course Multiple-Choice Tests

Table of Contents

List of Tables i

List of Figures vii

Introduction ix

Grade 3 Pretest Multiple-Choice Results 1

- Statewide Summary 3
- Goal Summaries 7
- Frequency Distribution 8

End-of-Grade Multiple-Choice Test Results 11

- Statewide Summary 15
- Goal Summaries 41
- Frequency Distribution 47
- Student Performance by LEA 59

High School Comprehensive Multiple-Choice Test Results 71

- Statewide Summary 73
- Goal Summaries 79
- Frequency Distribution 80
- Student Performance by LEA 83

End-of-Course Multiple-Choice Test Results 85

- Statewide Summary 87
- Goal Summaries 104
- Frequency Distribution 109
- Student Performance by LEA 114

Appendix 119

- List of Charter Schools 121

List of Tables

Grade 3 Pretest Results

Table 1. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results, Statewide Summary, Reading and Mathematics 3

Table 2. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results, Percent of Students at Each Achievement Level by Gender and Ethnicity, Reading 4

Table 3. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results, Percent of Students at Each Achievement Level by Gender and Ethnicity, Mathematics 5

Table 4. 1998-99 Grade 3 Pretest Goal Summary Report 7

Table 5. 1998-99 Grade 3 Pretest Distribution of Scale Scores - Reading 8

Table 6. 1998-99 Grade 3 Pretest Distribution of Scale Scores - Mathematics 9

End-of-Grade Test Results

Table 1. 1998-99 End-of-Grade Multiple-Choice Test Results, Statewide Summary, Reading and Mathematics 15

Table 2. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Statewide Summary of Student Performance, Reading 16

Table 3. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Statewide Summary of Student Performance, Mathematics 17

Table 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Statewide Summary of Student Performance, Reading 18

Table 5. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Statewide Summary of Student Performance, Mathematics 20

Table 6. End-of-Grade Multiple-Choice Tests, Achievement Level Ranges by Subject and Grade 22

Table 7. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level by Grade, Reading 23

Table 8. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at Each Achievement Level by Grade, Mathematics 24

Table 9. 1998-99 End-of-Grade Multiple-Choice Test Results, Performance of Exceptional Students and Students with Limited English Proficiency, Grades 3-8 29

Table 10. 1998-99 End-of-Grade Multiple-Choice Test Results, Performance of Students Taking Modified Tests, Grades 3-8 32

Table 11. 1998-99 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 3 Students 35

Table 12. 1998-99 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 4 Students 36

Table 13. 1998-99 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 5 Students 37

Table 14. 1998-99 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 6 Students 38

Table 15. 1998-99 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 7 Students 39

Table 16. 1998-99 End-of-Grade Multiple-Choice Test Results, Characteristics and Performance of Grade 8 Students 40

Table 17. 1998-99 End-of-Grade Grade 3 Goal Summary Report 41

Table 18. 1998-99 End-of-Grade Grade 4 Goal Summary Report 42

Table 19. 1998-99 End-of-Grade Grade 5 Goal Summary Report 43

Table 20. 1998-99 End-of-Grade Grade 6 Goal Summary Report 44

Table 21. 1998-99 End-of-Grade Grade 7 Goal Summary Report 45

Table 22. 1998-99 End-of-Grade Grade 8 Goal Summary Report 46

Table 23. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 3 Reading 47

Table 24. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 3 Mathematics 48

Table 25. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 4 Reading 49

Table 26. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 4 Mathematics 50

Table 27. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 5 Reading 51

Table 28. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 5 Mathematics....................52

Table 29. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 6 Reading..........................53

Table 30. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 6 Mathematics....................54

Table 31. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 7 Reading..........................55

Table 32. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 7 Mathematics....................56

Table 33. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 8 Reading..........................57

Table 34. 1998-99 End-of-Grade Distribution of Scale Scores, Grade 8 Mathematics....................58

Table 35. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 3 Mean Scale Score by LEA - Reading....................59

Table 36. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 3 Mean Scale Score by LEA - Mathematics....................60

Table 37. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 4 Mean Scale Score by LEA - Reading....................61

Table 38. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 4 Mean Scale Score by LEA - Mathematics....................62

Table 39. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 5 Mean Scale Score by LEA - Reading....................63

Table 40. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 5 Mean Scale Score by LEA - Mathematics....................64

Table 41. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 6 Mean Scale Score by LEA - Reading....................65

Table 42. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 6 Mean Scale Score by LEA - Mathematics....................66

Table 43. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 7 Mean Scale Score by LEA - Reading....................67

Table 44. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 7 Mean Scale Score by LEA - Mathematics....................68

Table 45. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 8 Mean Scale Score by LEA - Reading 69

Table 46. 1998-99 End-of-Grade Multiple-Choice Test Results, Grade 8 Mean Scale Score by LEA - Mathematics 70

High School Comprehensive Test Results

Table 1. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results, Statewide Summary, Reading and Mathematics 73

Table 2. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results, Percent of Students at Each Achievement Level by Gender and Ethnicity, Reading 74

Table 3. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results, Percent of Students at Each Achievement Level by Gender and Ethnicity, Mathematics 75

Table 4. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results, Performance of Exceptional Students and Students with Limited English Proficiency 76

Table 5. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results, Performance of Students Taking Modified Tests 77

Table 6. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results, Characteristics and Performance 78

Table 7. 1998-99 North Carolina High School Comprehensive Test Goal Summary Report 79

Table 8. 1998-99 North Carolina High School Comprehensive Test, Distribution of Scale Scores – Reading 80

Table 9. 1998-99 North Carolina High School Comprehensive Test, Distribution of Scale Scores – Mathematics 81

Table 10. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results, Mean Scale Score by LEA - Reading 83

Table 11. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results, Mean Scale Score by LEA - Mathematics 84

End-of-Course Test Results

Table 1. 1990-91 to 1998-99 End-of-Course Multiple-Choice Test Results, Statewide Summary 87

Table 2. 1998-99 End-of-Course Multiple-Choice Test Results, Performance of Exceptional Students and Students with Limited English Proficiency, by Subject 88

Table 3. 1998-99 End-of-Course Multiple-Choice Test Results, Performance of Students Taking Modified Tests, by Subject 91

Table 4. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Algebra I 94

Table 5. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Algebra II 95

Table 6. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Biology 96

Table 7. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Chemistry 97

Table 8. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking ELP 98

Table 9. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking English I 99

Table 10. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Geometry 100

Table 11. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Physical Science 101

Table 12. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking Physics 102

Table 13. 1998-99 End-of-Course Multiple-Choice Test Results, Characteristics and Performance of Students Taking U.S. History 103

Table 14. 1998-99 End-of-Course Goal Summary Report, Algebra I 104

Table 15. 1998-99 End-of-Course Goal Summary Report, Biology 105

Table 16. 1998-99 End-of-Course Goal Summary Report, Economic, Legal, and Political Systems 106

Table 17. 1998-99 End-of-Course Goal Summary Report, English I 107

Table 18. 1998-99 End-of-Course Goal Summary Report, U.S. History 108

Table 19. 1998-99 End-of-Course Distribution of Scale Scores, Algebra I 109

Table 20. 1998-99 End-of-Course Distribution of Scale Scores, Biology 110

Table 21. 1998-99 End-of-Course Distribution of Scale Scores, ELP 111

Table 22. 1998-99 End-of-Course Distribution of Scale Scores, English I 112

Table 23. 1998-99 End-of-Course Distribution of Scale Scores, U.S. History 113

Table 24. 1998-99 End-of-Course Multiple-Choice Test Results, Algebra I – Mean Scale Score by LEA 114

Table 25. 1998-99 End-of-Course Multiple-Choice Test Results, Biology – Mean Scale Score by LEA 115

Table 26. 1998-99 End-of-Course Multiple-Choice Test Results, ELP – Mean Scale Score by LEA 116

Table 27. 1998-99 End-of-Course Multiple-Choice Test Results, English I – Mean Scale Score by LEA 117

Table 28. 1998-99 End-of-Course Multiple-Choice Test Results, U.S. History – Mean Scale Score by LEA 118

List of Figures

Grade 3 Pretest Results

Figure 1. 1997-98 to 1998-99 Grade 3 Pretest Multiple-Choice Results, Percent of Students at or above Level III in Reading, by Ethnicity 6

Figure 2. 1997-98 to 1998-99 Grade 3 Pretest Multiple-Choice Results, Percent of Students at or above Level III in Mathematics, by Ethnicity 6

End-of-Grade Test Results

Figure 1. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at of above Level III in Both Reading and Mathematics, Grades 3-8 Combined 13

Figure 2. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at or above Level III in Both Reading and Mathematics, Grades 3-8 Combined, for Black and White Students 13

Figure 3. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at or above Level III in Both Reading and Mathematics, Grades 3-8 Combined, by Ethnicity 14

Figure 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at or above Level III in Reading and Mathematics, Grades 3-8 Combined 25

Figure 5. 1994-95 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at or above Level III in Reading and Mathematics, Grades 3-8 26

Figure 6. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at or above Level III in Both Reading and Mathematics, Grades 3-8 27

Figure 7. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at or above Level III in Both Reading and Mathematics, Grades 3-8 Combined, by Ethnicity 28

Figure 8. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results, Percent of Students at or above Level III in Both Reading and Mathematics, Grades 3-8 Combined, by Gender 28

Introduction

The 1998-99 North Carolina Preliminary State Testing Results provides information on student performance at the state, and limited school system levels on grade 3 multiple-choice pretest (reading and mathematics), end-of-grade (grades 3-8 in reading and mathematics) multiple-choice tests, high school comprehensive multiple-choice test (reading and mathematics), and end-of-course (high school subjects) multiple-choice tests administered in 1998-99 as components of the North Carolina Testing Program. The figures and tables in this document were generated using preliminary student test data from the grade 3 pretest fall 1998 test administration, the end-of-grade spring 1999 test administration, the high school comprehensive spring 1999 test administration, and from the end-of-course summer 1998, fall 1998, and spring 1999 test administrations. (These preliminary test data are in the process of being reconciled with school systems' test data for the 1998-99 school year.)

The general focus of the *Preliminary State Testing Results* is on student *performance* on multiple-choice tests administered during the 1998-99 school year. However, many data are reported across years in order to show gains in student performance. Student *performance* and *growth* are the key components of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

Preliminary state and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate preliminary student data using mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above on the grade 3 pretest, end-of-grade tests in grades 3-8, the high school comprehensive test, or end-of-course multiple-choice tests.

In addition to the summary statistics, this document contains disaggregated preliminary test results for subgroups for the grade 3 pretest, end-of-grade tests, high school comprehensive test, and end-of-course multiple-choice tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies measured in the revised North Carolina *Standard Course of Study*. The frequency distributions provide preliminary state-level summary statistics for 1998-99.

The purpose of this publication is to provide a timely report on student performance on the grade 3 pretest, end-of-grade tests in grades 3-8, high school comprehensive test, and end-of-course multiple-choice tests from 1991 to 1999 with a focus on preliminary reports of 1998-99 school year performance. The *State Testing Results*, to be released in the near future, will serve as the authoritative and comprehensive compendium of student performance on grade 3 pretest, end-of-grade tests, and high school comprehensive test, increasing in particular this document's summary treatment of end-of-course multiple-choice tests.

Preliminary
Grade 3 Pretest Results

PRELIMINARY RESULTS

Table 1. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Statewide Summary
Reading and Mathematics

	Reading		**Mathematics**	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	94,551	65.3%	94,846	70.3%
	137.8	8.6	130.0	8.2
1997-98	99,583	65.3%	99,801	71.5%
	137.7	8.5	130.2	8.0
1998-99	98,296	67.5%	98,523	75.0%
	138.1	8.5	130.9	7.9

Note: Data received from LEAs after July 26, 1999 are not included in this table.

Table 2. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

PRELIMINARY RESULTS

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2
	1998	11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9
	1999	10.1	7.7	12.3	15.0	7.5	15.2	14.0	8.2	7.3
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8
	1998	23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7
	1999	22.4	19.9	24.8	31.8	19.3	30.7	31.1	20.5	17.8
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7
	1998	40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5
	1999	41.2	42.6	39.8	39.5	39.1	41.7	41.1	42.6	41.0
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3
	1998	25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8
	1999	26.3	29.8	23.1	13.8	34.0	12.4	13.9	28.6	33.9

Grade 3 Pretest Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
119-127	128-132	133-144	145-162

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.

Data received from LEAs after July 26, 1999 are not included in this table.

Table 3. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results Percent of Students at Each Achievement Level by Gender and Ethnicity Mathematics

PRELIMINARY RESULTS

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8
	1998	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3
	1999	4.5	4.0	5.1	7.8	1.6	8.1	6.0	4.5	2.7
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next	1997	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5
	1998	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1
	1999	20.5	19.3	21.6	31.4	14.1	30.9	28.2	17.7	15.0
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9
	1998	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8
	1999	41.9	42.9	40.9	43.3	40.6	46.2	46.7	45.0	39.4
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7
	1998	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7
	1999	33.1	33.8	32.4	17.6	43.7	14.8	19.1	32.8	42.9

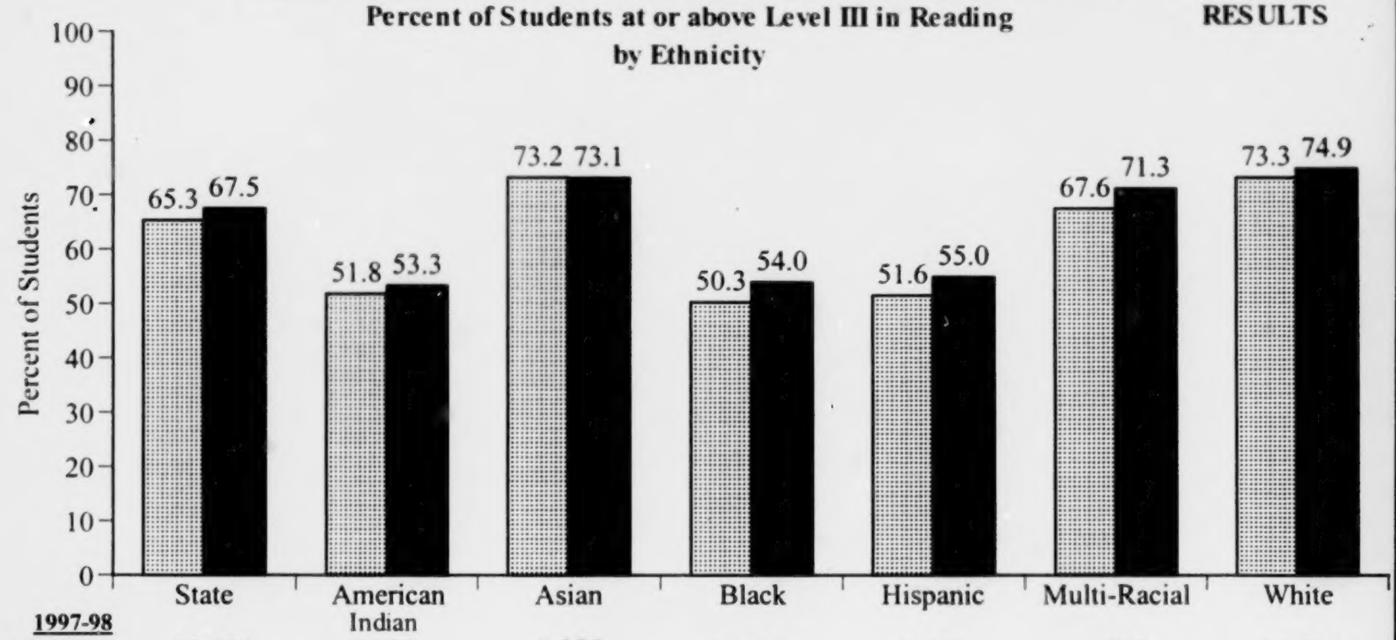
Grade 3 Pretest Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
105-117	118-125	126-134	135-154

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after July 26, 1999 are not included in this table.

PRELIMINARY RESULTS

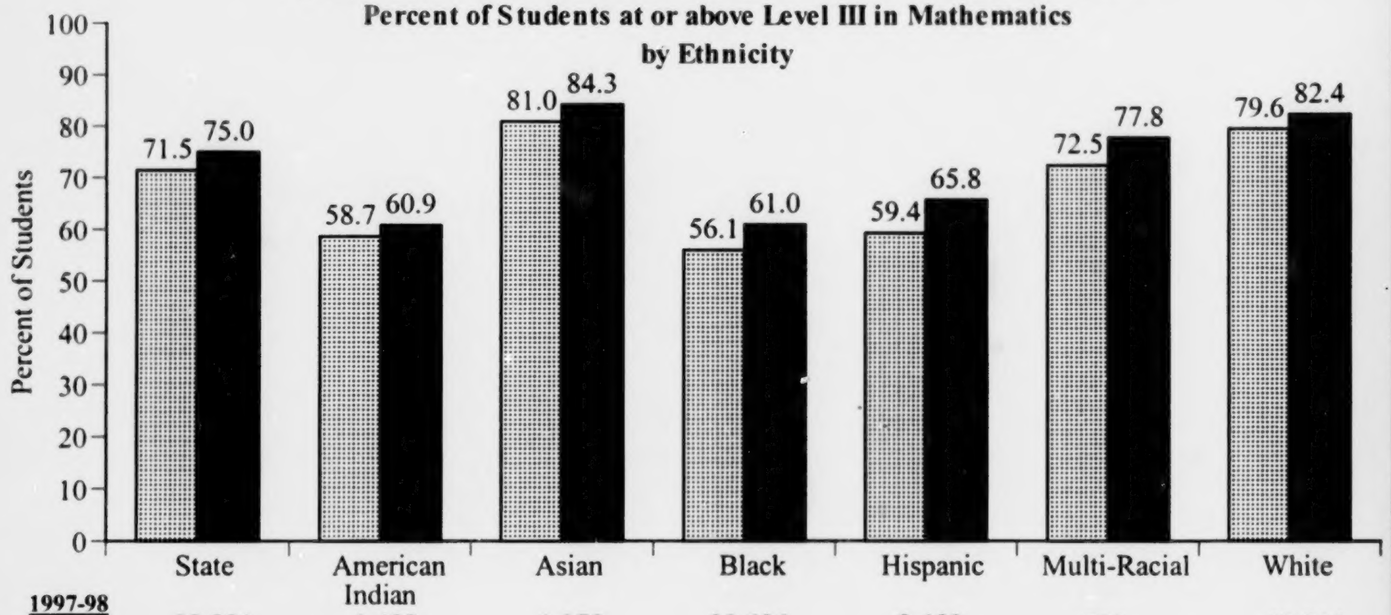
Figure 1. 1997-98 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or above Level III in Reading
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982
1998-99							
N Tested	98,296	1,461	1,515	30,206	2,743	1,152	61,219
N Level III, IV	66,370	778	1,108	16,324	1,508	821	45,831

▨ 1997-98 ■ 1998-99

Figure 2. 1997-98 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or above Level III in Mathematics
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979
1998-99							
N Tested	98,523	1,470	1,516	30,316	2,759	1,155	61,307
N Level III, IV	73,868	895	1,278	18,490	1,816	899	50,490

Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and therefore were reported in the state data only.
Data received from LEAs after July 26, 1999 are not included in these figures.

PRELIMINARY RESULTS

Table 4. 1998-99 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	138.1	99,897	28	
GOAL 1: Use strategies and processes that enhance control of communications skills development.				0
.GOAL 2: Use language for the acquisition, interpretation, and application of information.			70	51.3
OBJ 2.1: Identify, collect or select information and ideas.			31	55.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			33	49.2
OBJ 2.3: Apply, extend, and expand on information and concepts.			6	41.7
GOAL 3: Use language for critical analysis and evaluation.			14	34.3
MATHEMATICS (Average of Averages)	130.9	100,140	40	
Math Computation			15	84.7
Math Applications			105	53.7
GOAL 1: Identify and use numbers to 100 and beyond.			24	68.1
GOAL 2: Understanding and use of geometry.			9	69.5
GOAL 3: Understanding of classification, pattern, and seriation.			18	49.2
GOAL 4: Understand and use standard units of metric and customary measure.			18	57.3
GOAL 5: Use mathematical reasoning and solve problems.			18	39.2
GOAL 6: Understand data collection, display, and interpretation.			11	39.8
GOAL 7: Compute with whole numbers.			22	72.1

NUMBER OF STUDENTS TAKING FORM	A	B	C
	33,434	33,280	33,183

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs after August 4, 1999 are not included in this table.

Table 5. 1998-99 Grade 3 Pretest Distribution of Scale Scores-Reading

Number of Students with Valid Scores*	99,897	High Score	158
		Low Score	119
Mean	138.1	Achievement Level Ranges	
		Level I	119-127
Standard Deviation	8.5	Level II	128-132
		Level III	133-144
		Level IV	145-162

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
158	271	99897	0.27	100.00
157	424	99626	0.42	99.73
156	838	99202	0.84	99.30
155	1228	98364	1.23	98.47
154	338	97136	0.34	97.24
153	1989	96798	1.99	96.90
152	2017	94809	2.02	94.91
151	1628	92792	1.63	92.89
150	1510	91164	1.51	91.26
149	3764	89654	3.77	89.75
148	2481	85890	2.48	85.98
147	1881	83409	1.88	83.49
146	4763	81528	4.77	81.61
145	3102	76765	3.11	76.84
144	1924	73663	1.93	73.74
143	5314	71739	5.32	71.81
142	3693	66425	3.70	66.49
141	4087	62732	4.09	62.80
140	1648	58645	1.65	58.71
139	4141	56997	4.15	57.06
138	4183	52856	4.19	52.91
137	1730	48673	1.73	48.72
136	4381	46943	4.39	46.99
135	4097	42562	4.10	42.61
134	1903	38465	1.90	38.50
133	3929	36562	3.93	36.60
132	2067	32633	2.07	32.67
131	5853	30566	5.86	30.60
130	3838	24713	3.84	24.74
129	5653	20875	5.66	20.90
128	5054	15222	5.06	15.24
127	5526	10168	5.53	10.18
126	2518	4642	2.52	4.65
125	351	2124	0.35	2.13
124	840	1773	0.84	1.77
123	515	933	0.52	0.93
122	238	418	0.24	0.42
121	112	180	0.11	0.18
120	46	68	0.05	0.07
119	22	22	0.02	0.02

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 6. 1998-99 Grade 3 Pretest Distribution of Scale Scores-Mathematics

Number of Students with Valid Scores*	100,140	High Score	154
		Low Score	105
Mean	130.9		
Standard Deviation	7.9		

Achievement Level Ranges

Level I	105-117
Level II	118-125
Level III	126-134
Level IV	135-154

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
154	33	100140	0.03	100.00
153	36	100107	0.04	99.97
151	310	100071	0.31	99.93
149	698	99761	0.70	99.62
147	1193	99063	1.19	98.92
146	476	97870	0.48	97.73
145	1357	97394	1.36	97.26
144	2189	96037	2.19	95.90
143	1688	93848	1.69	93.72
142	1884	92160	1.88	92.03
141	2112	90276	2.11	90.15
140	3224	88164	3.22	88.04
139	2322	84940	2.32	84.82
138	3565	82618	3.56	82.50
137	3858	79053	3.85	78.94
136	3901	75195	3.90	75.09
135	4080	71294	4.07	71.19
134	4139	67214	4.13	67.12
133	4315	63075	4.31	62.99
132	5975	58760	5.97	58.68
131	4742	52785	4.74	52.71
130	4585	48043	4.58	47.98
129	4625	43458	4.62	43.40
128	4607	38833	4.60	38.78
127	4536	34226	4.53	34.18
126	4338	29690	4.33	29.65
125	2789	25352	2.79	25.32
124	3942	22563	3.94	22.53
123	3646	18621	3.64	18.59
122	2215	14975	2.21	14.95
121	2925	12760	2.92	12.74
120	1773	9835	1.77	9.82
119	2225	8062	2.22	8.05
118	1191	5837	1.19	5.83
117	1063	4646	1.06	4.64
116	1205	3583	1.20	3.58
115	609	2378	0.61	2.37
114	434	1769	0.43	1.77
113	503	1335	0.50	1.33
112	296	832	0.30	0.83
111	140	536	0.14	0.54
110	173	396	0.17	0.40
109	106	223	0.11	0.22
108	62	117	0.06	0.12
107	33	55	0.03	0.05
106	21	22	0.02	0.02
105	1	1	0.00	0.00

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

BEST COPY AVAILABLE

Preliminary End-of-Grade Results

PRELIMINARY RESULTS

Figure 1. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined

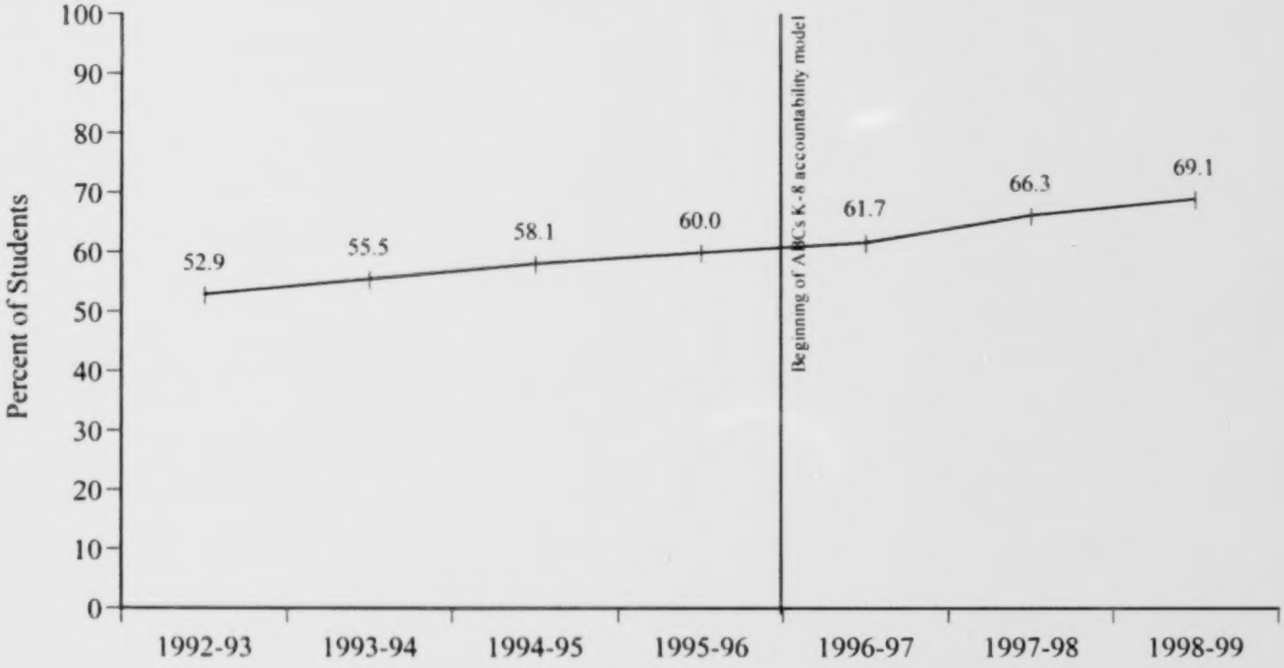
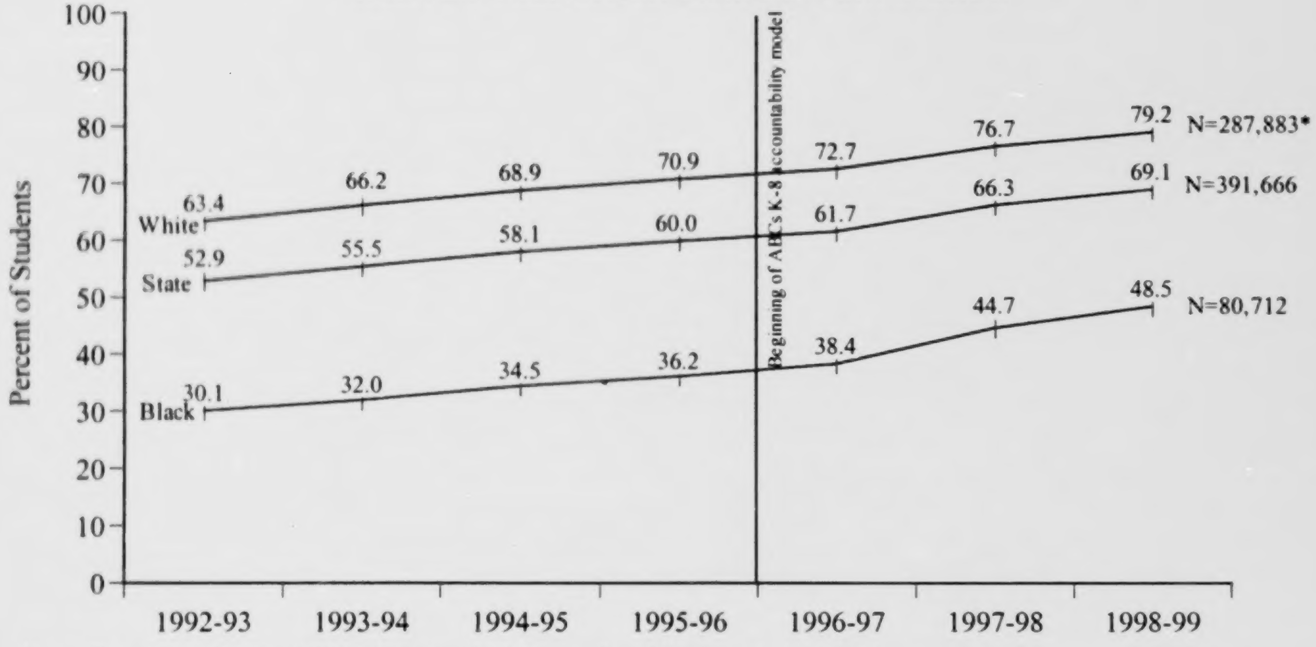


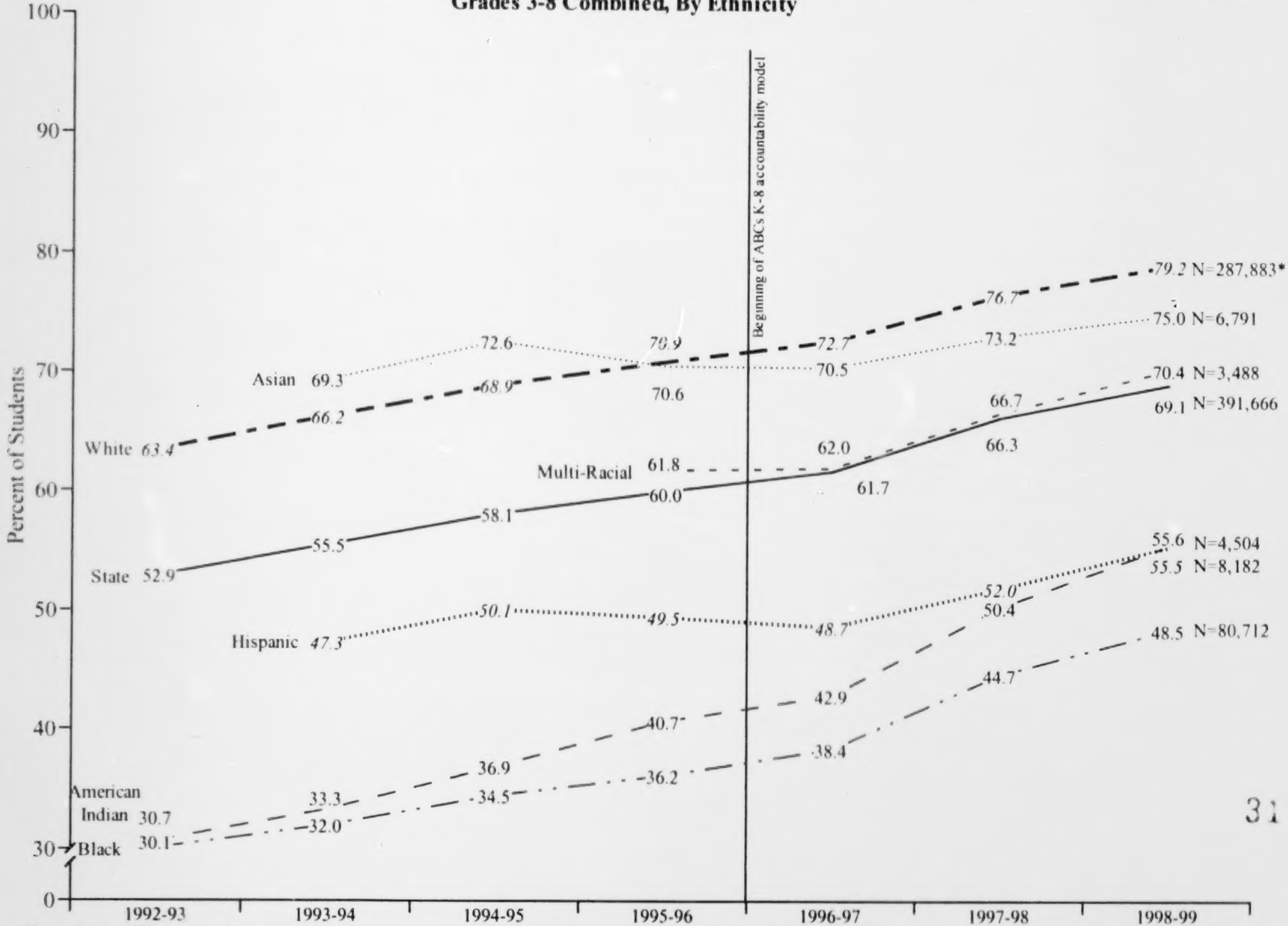
Figure 2. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined, for Black and White Students



Notes: The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
*N counts equal the number of students at or above level III in both reading and mathematics for 1998-99. Previous years are comparable.
Data received from LEAs after July 16, 1999 are not included in these figures.

Figure 3. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined, By Ethnicity

PRELIMINARY RESULTS



Notes: Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.
*N counts equal the number of students at or above Level III in both reading and mathematics for 1998-99. Previous years are comparable.
Data received from LEAs after July 16, 1999 are not included in this figure.

Table 1. 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

PRELIMINARY RESULTS

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Grade 3	100,415	73.6%	100,911	70.0%
	146.4	9.7	142.9	11.1
Grade 4	97,914	71.4%	98,393	82.7%
	149.5	9.4	152.2	10.3
Grade 5	94,807	75.8%	95,258	82.4%
	154.3	8.5	159.2	10.0
Grade 6	93,607	72.3%	93,841	81.1%
	156.7	9.3	164.8	10.9
Grade 7	91,872	76.6%	92,000	82.4%
	159.9	8.2	170.8	10.6
Grade 8	90,331	79.9%	90,397	77.6%
	162.3	8.4	174.1	12.0

Note Data received from LEAs after July 16, 1999 are not included in this table

Table 2. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

PRELIMINARY RESULTS

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV
Grade 3	85,381	88,301	88,741	90,594	95,356	98,389	100,415
	142.7	142.8	143.4	143.8	144.1	145.7	146.4
	61.2%	60.4%	63.4%	64.8%	65.8%	71.6%	73.6%
Grade 4	84,811	85,311	88,163	89,115	91,868	94,109	97,914
	147.1	147.9	147.6	148.7	148.4	149.3	149.5
	62.4%	65.8%	64.1%	69.4%	67.7%	70.9%	71.4%
Grade 5	85,337	85,330	86,150	89,237	90,773	91,566	94,807
	151.5	151.7	152.4	152.1	153.0	154.3	154.3
	64.1%	65.5%	68.2%	66.5%	70.8%	75.2%	75.8%
Grade 6	84,278	85,813	86,370	87,310	91,667	91,669	93,607
	154.0	154.4	154.5	155.3	155.6	155.8	156.7
	62.6%	65.1%	65.9%	67.8%	67.1%	70.0%	72.3%
Grade 7	83,868	84,852	86,478	87,457	89,515	91,267	91,872
	157.0	157.3	158.0	157.9	158.2	159.0	159.9
	63.5%	64.2%	68.5%	66.9%	67.8%	71.1%	76.6%
Grade 8	80,833	82,985	83,802	85,997	87,317	87,903	90,331
	158.7	159.7	160.1	160.0	160.9	161.9	162.3
	66.5%	71.0%	72.8%	72.7%	75.0%	79.5%	79.9%

Note: Data received from LEAs after July 16, 1999 are not included in this table.

Table 3. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

PRELIMINARY RESULTS

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	**1993-94** Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	**1994-95** Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	**1995-96** Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	**1996-97** Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	**1997-98** Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	**1998-99** Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,026	88,414	88,845	90,710	95,608	98,844	100,911
	139.9	140.0	141.2	141.9	142.8	142.3	142.9
	60.6%	61.6%	65.1%	67.4%	70.2%	68.2%	70.0%
Grade 4	84,453	85,363	88,230	89,172	92,064	94,499	98,393
	146.1	147.2	147.9	148.5	149.5	151.5	152.2
	64.1%	67.0%	68.5%	71.5%	74.6%	79.3%	82.7%
Grade 5	84,999	85,384	86,159	89,261	90,930	91,927	95,258
	152.3	153.5	154.4	155.2	156.4	157.4	159.2
	59.7%	63.9%	66.5%	70.0%	73.1%	78.0%	82.4%
Grade 6	83,683	85,850	86,395	87,320	91,720	91,802	93,841
	158.3	159.4	160.2	161.4	162.0	163.6	164.8
	61.3%	66.2%	67.6%	72.6%	72.7%	78.3%	81.1%
Grade 7	83,143	84,768	86,439	87,490	89,526	91,368	92,000
	164.1	164.8	166.0	166.4	167.5	169.2	170.8
	60.0%	63.3%	67.1%	68.5%	70.8%	76.9%	82.4%
Grade 8	80,032	82,793	83,576	86,006	87,390	87,978	90,397
	168.3	169.0	170.3	170.6	171.1	173.7	174.1
	61.9%	61.9%	67.6%	67.7%	68.9%	76.3%	77.6%

Note: Data received from LEAs after July 16, 1999 are not included in this table.

Table 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

PRELIMINARY RESULTS

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,301	60.4%	88,741	63.4%	90,594	64.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%
Std. Dev.	9.9		10.0		10.1		9.7	
Grade 4	84,811	62.4%	85,311	65.8%	88,163	64.1%	89,115	69.4%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%
Std. Dev.	9.6		9.3		9.6		9.3	
Grade 5	85,337	64.1%	85,330	65.5%	86,150	68.2%	89,237	66.5%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%
Std. Dev.	9.0		8.9		8.8		8.9	
Grade 6	84,278	62.6%	85,813	65.1%	86,370	65.9%	87,310	67.8%
	154.0	9.3%	154.4	9.2%	154.5	7.5%	155.3	8.8%
Std. Dev.	9.1		9.1		8.7		9.3	
Grade 7	83,868	63.5%	84,852	64.2%	86,478	68.5%	87,457	66.9%
	157.0	9.3%	157.3	9.6%	158.0	8.0%	157.9	8.5%
Std. Dev.	8.6		8.7		8.6		8.6	
Grade 8	80,833	66.5%	82,985	71.0%	83,802	72.8%	85,997	72.7%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%
Std. Dev.	8.9		8.6		8.6		8.5	

Note: Data received from LEAs after July 16, 1999 are not included in this table.

Table 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance (continued)
Reading

PRELIMINARY RESULTS

	1996-97		1997-1998		1998-1999	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,356	65.8%	98,389	71.6%	100,415	73.6%
	144.1	11.0%	145.7	8.6%	146.4	6.9%
Std. Dev.	9.8		9.7		9.7	
Grade 4	91,868	67.7%	94,109	70.9%	97,914	71.4%
	148.4	9.9%	149.3	7.9%	149.5	7.4%
Std. Dev.	9.6		9.6		9.4	
Grade 5	90,773	70.8%	91,566	75.2%	94,807	75.8%
	153.0	7.6%	154.3	6.1%	154.3	5.0%
Std. Dev.	8.9		9.0		8.5	
Grade 6	91,667	67.1%	91,669	70.0%	93,607	72.3%
	155.6	8.7%	155.8	7.3%	156.7	5.9%
Std. Dev.	9.9		9.3		9.3	
Grade 7	89,515	67.8%	91,267	71.1%	91,872	76.6%
	158.2	8.4%	159.0	7.4%	159.9	5.2%
Std. Dev.	9.0		8.8		8.2	
Grade 8	87,317	75.0%	87,903	79.5%	90,331	79.9%
	160.9	5.0%	161.9	3.4%	162.3	3.2%
Std. Dev.	8.7		8.3		8.4	

Note: Data received from LEAs after July 16, 1999 are not included in this table.

Table 5. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

PRELIMINARY RESULTS

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,026	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%
	139.9	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%
Std. Dev.	11.3		11.5		11.5		11.4	
Grade 4	84,453	64.1%	85,363	67.0%	88,230	68.5%	89,172	71.5%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%
Std. Dev.	10.5		10.7		11.1		10.7	
Grade 5	84,999	59.7%	85,384	63.9%	86,159	66.5%	89,261	70.0%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%
Std. Dev.	9.7		10.0		10.3		10.2	
Grade 6	83,683	61.3%	85,850	66.2%	86,395	67.6%	87,320	72.6%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%
Std. Dev.	10.1		10.2		10.4		10.6	
Grade 7	83,143	60.0%	84,768	63.3%	86,439	67.1%	87,490	68.5%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%
Std. Dev.	10.0		10.4		10.4		10.7	
Grade 8	80,032	61.9%	82,793	61.9%	83,576	67.6%	86,006	67.7%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%
Std. Dev.	10.6		11.0		11.1		11.3	

Note: Data received from LEAs after July 16, 1999 are not included in this table.

Table 5. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance (continued)
Mathematics

PRELIMINARY RESULTS

	1996-97		1997-1998		1998-1999	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,608	70.2%	98,844	68.2%	100,911	70.0%
	142.8	6.8%	142.3	7.0%	142.9	6.3%
Std. Dev.	11.3		11.2		11.1	
Grade 4	92,064	74.6%	94,499	79.3%	98,393	82.7%
	149.5	6.4%	151.5	4.0%	152.2	2.9%
Std. Dev.	10.8		10.8		10.3	
Grade 5	90,930	73.1%	91,927	78.0%	95,258	82.4%
	156.4	7.1%	157.4	5.8%	159.2	3.8%
Std. Dev.	10.4		10.1		10.0	
Grade 6	91,720	72.7%	91,802	78.3%	93,841	81.1%
	162.0	6.6%	163.6	5.0%	164.8	4.3%
Std. Dev.	11.1		10.8		10.9	
Grade 7	89,526	70.8%	91,368	76.9%	92,000	82.4%
	167.5	8.6%	169.2	5.4%	170.8	4.0%
Std. Dev.	11.4		11.0		10.6	
Grade 8	87,390	68.9%	87,978	76.3%	90,397	77.6%
	171.1	9.0%	173.7	5.4%	174.1	5.4%
Std. Dev.	11.8		11.6		12.0	

Note: Data received from LEAs after July 16, 1999 are not included in this table.

Table 6. End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	114-130	131-140	141-150	151-172
4	118-134	135-144	145-155	156-179
5	124-138	139-148	149-158	159-182
6	124-140	141-151	152-161	162-183
7	126-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-187

Mathematics Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	98-124	125-137	138-149	150-173
4	111-131	132-142	143-155	156-182
5	117-140	141-149	150-160	161-188
6	130-145	146-154	155-167	168-196
7	134-151	152-160	161-172	173-203
8	137-154	155-164	165-177	178-208

Table 7. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Reading

PRELIMINARY RESULTS

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	13.6	12.1	9.5	9.3	9.3	7.9
	1994	13.9	10.1	9.8	9.2	9.6	6.0
	1995	12.9	10.8	8.0	7.5	8.0	5.7
	1996	11.3	9.0	8.9	8.8	8.5	5.5
	1997	11.0	9.9	7.6	8.7	8.4	5.0
	1998	8.6	7.9	6.1	7.3	7.4	3.4
	1999	6.9	7.4	5.0	5.9	5.2	3.2
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	25.2	25.6	26.4	28.1	27.1	25.6
	1994	25.7	24.1	24.8	25.7	26.2	23.0
	1995	23.7	25.1	23.8	26.6	23.5	21.5
	1996	23.9	21.6	24.6	23.5	24.7	21.8
	1997	23.2	22.4	21.6	24.2	23.8	20.0
	1998	19.8	21.2	18.8	22.7	21.4	17.2
	1999	19.5	21.2	19.3	21.8	18.2	16.9
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	38.5	41.2	39.7	39.8	39.4	42.5
	1994	36.1	44.0	41.8	41.3	38.9	44.2
	1995	37.2	41.6	41.3	43.3	40.6	43.7
	1996	37.9	44.8	41.3	40.4	39.4	45.8
	1997	37.6	42.9	41.4	37.3	36.4	43.6
	1998	36.3	41.5	40.4	39.3	39.0	43.7
	1999	36.7	43.8	43.1	39.7	41.2	43.1
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1993**	22.7	21.2	24.4	22.8	24.1	24.0
	1994	24.3	21.8	23.7	23.8	25.3	26.8
	1995	26.2	22.6	26.9	22.6	27.8	29.1
	1996	26.9	24.6	25.3	27.4	27.4	26.8
	1997	28.3	24.8	29.4	29.7	31.4	31.4
	1998	35.3	29.4	34.8	30.7	32.2	35.8
	1999	36.9	27.6	32.7	32.7	35.4	36.8

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after July 16, 1999 are not included in this table.

Table 8. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Mathematics

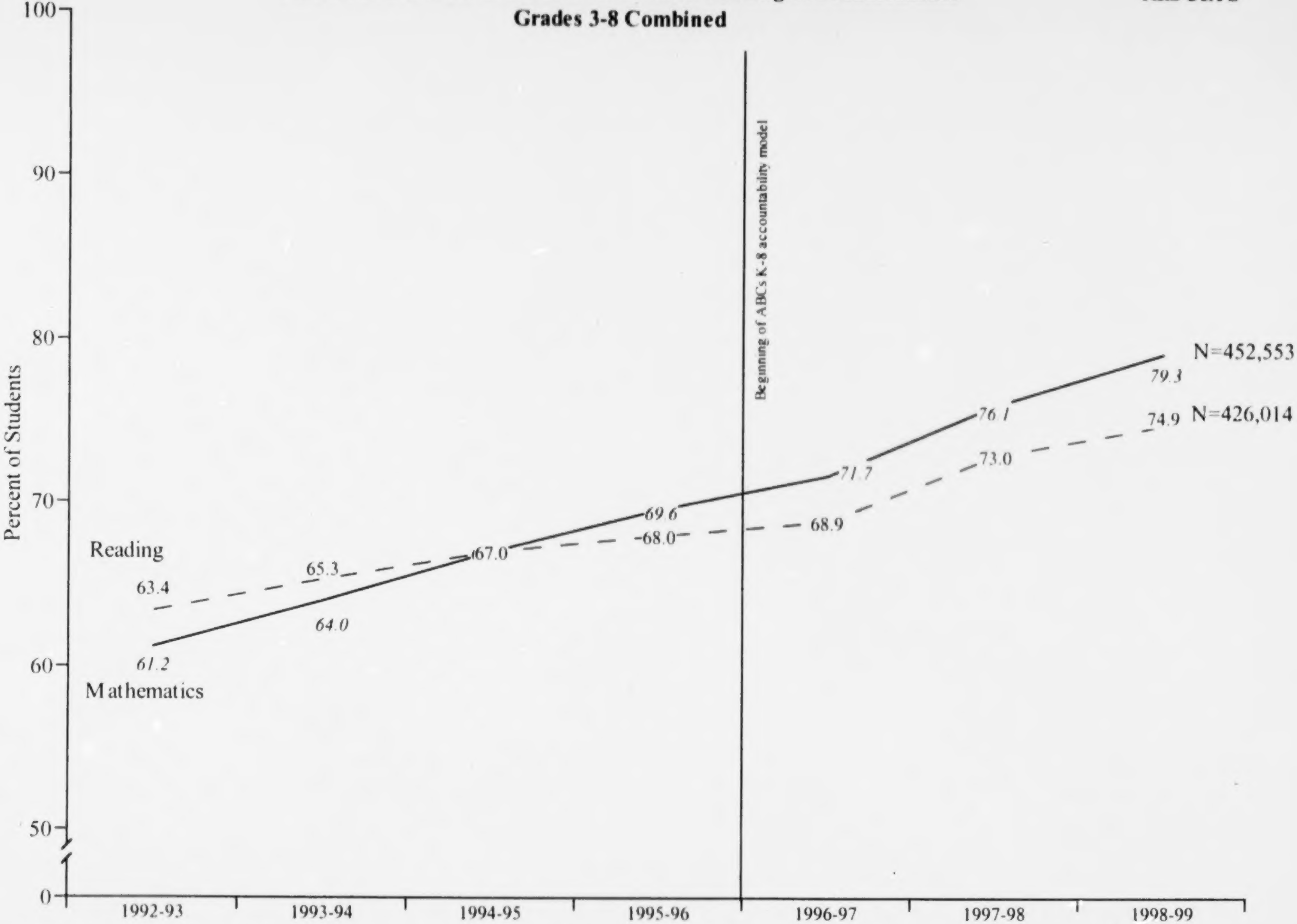
PRELIMINARY RESULTS

Achievement Levels		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	10.7	10.0	12.1	10.5	10.5	10.4
	1994	10.9	8.8	10.6	9.6	11.5	10.1
	1995	9.3	8.6	9.4	8.2	8.4	8.2
	1996	7.9	7.2	8.5	7.0	9.0	8.8
	1997	6.8	6.4	7.1	6.6	8.6	9.0
	1998	7.0	4.0	5.8	5.0	5.4	5.4
	1999	6.3	2.9	3.8	4.3	4.0	5.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	28.6	25.9	28.2	28.2	29.5	27.7
	1994	27.5	24.1	25.5	24.3	25.3	28.1
	1995	25.6	22.9	24.1	24.1	24.5	24.2
	1996	24.7	21.3	21.5	20.5	22.5	23.5
	1997	23.0	19.1	19.8	20.7	20.6	22.1
	1998	24.8	16.8	16.1	16.7	17.7	18.3
	1999	23.7	14.4	13.7	14.6	13.6	17.0
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	39.5	44.0	38.3	41.7	38.0	41.1
	1994	39.7	43.2	37.7	43.9	38.3	38.4
	1995	39.7	41.3	37.3	42.5	38.6	40.1
	1996	39.7	43.6	38.0	43.0	38.8	38.7
	1997	39.6	41.9	36.2	40.5	36.9	38.4
	1998	39.8	41.7	37.8	40.7	38.3	37.6
	1999	40.2	43.0	35.5	39.8	37.4	37.9
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1993**	21.2	20.1	21.4	19.5	22.0	20.8
	1994	21.9	23.8	26.2	22.3	25.0	23.5
	1995	25.4	27.2	29.2	25.1	28.5	27.5
	1996	27.7	28.0	32.0	29.6	29.7	29.1
	1997	30.7	32.7	36.8	32.2	34.0	30.5
	1998	28.4	37.6	40.2	37.7	38.6	38.7
	1999	29.8	39.6	46.9	41.3	45.0	39.7

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

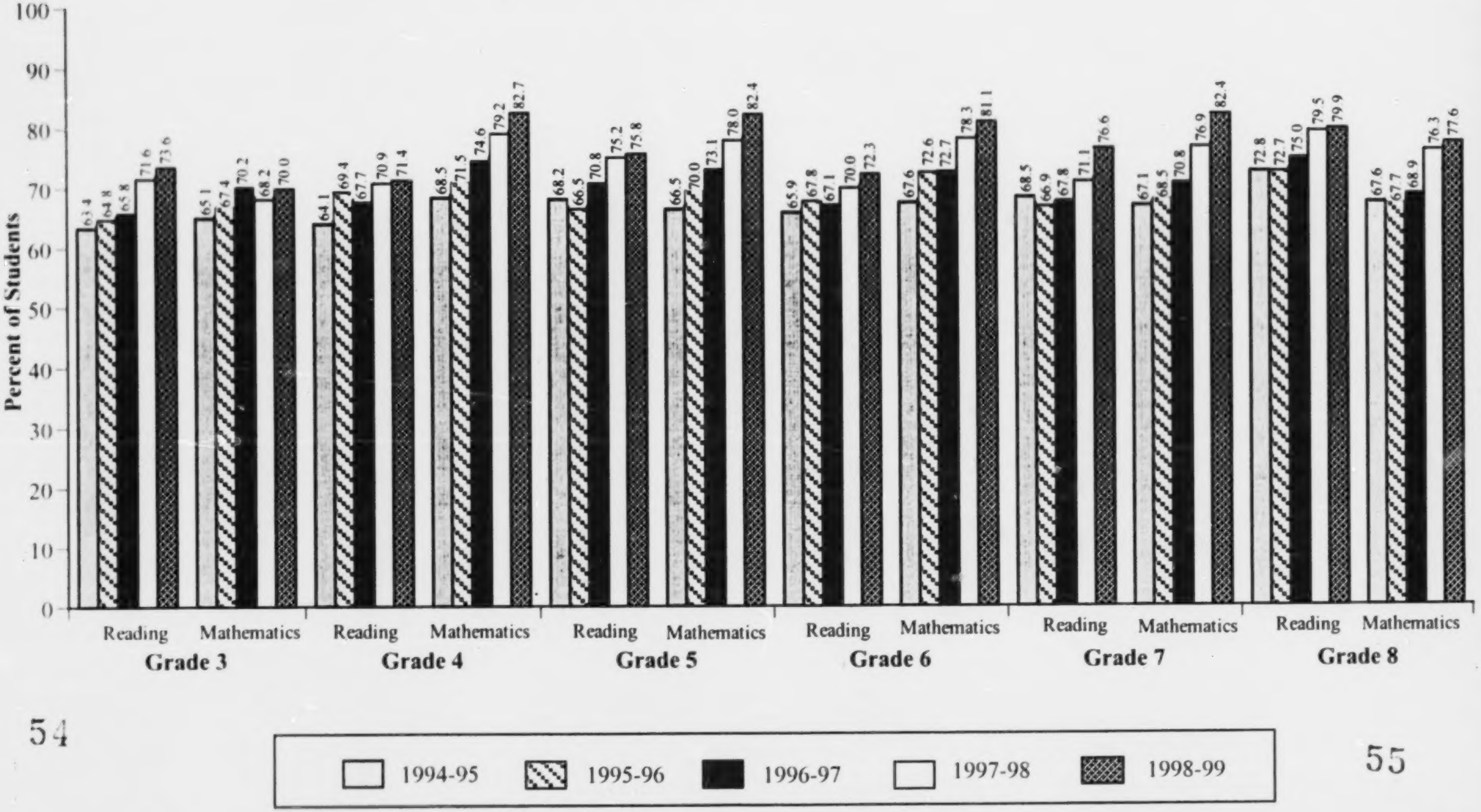
Figure 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8 Combined



Notes: *N counts equal the number of students at or above Level III in reading and mathematics for 1998-99. Previous years are comparable.
Data received from LEAs after July 16, 1999 are not included in this figure.

PRELIMINARY RESULTS

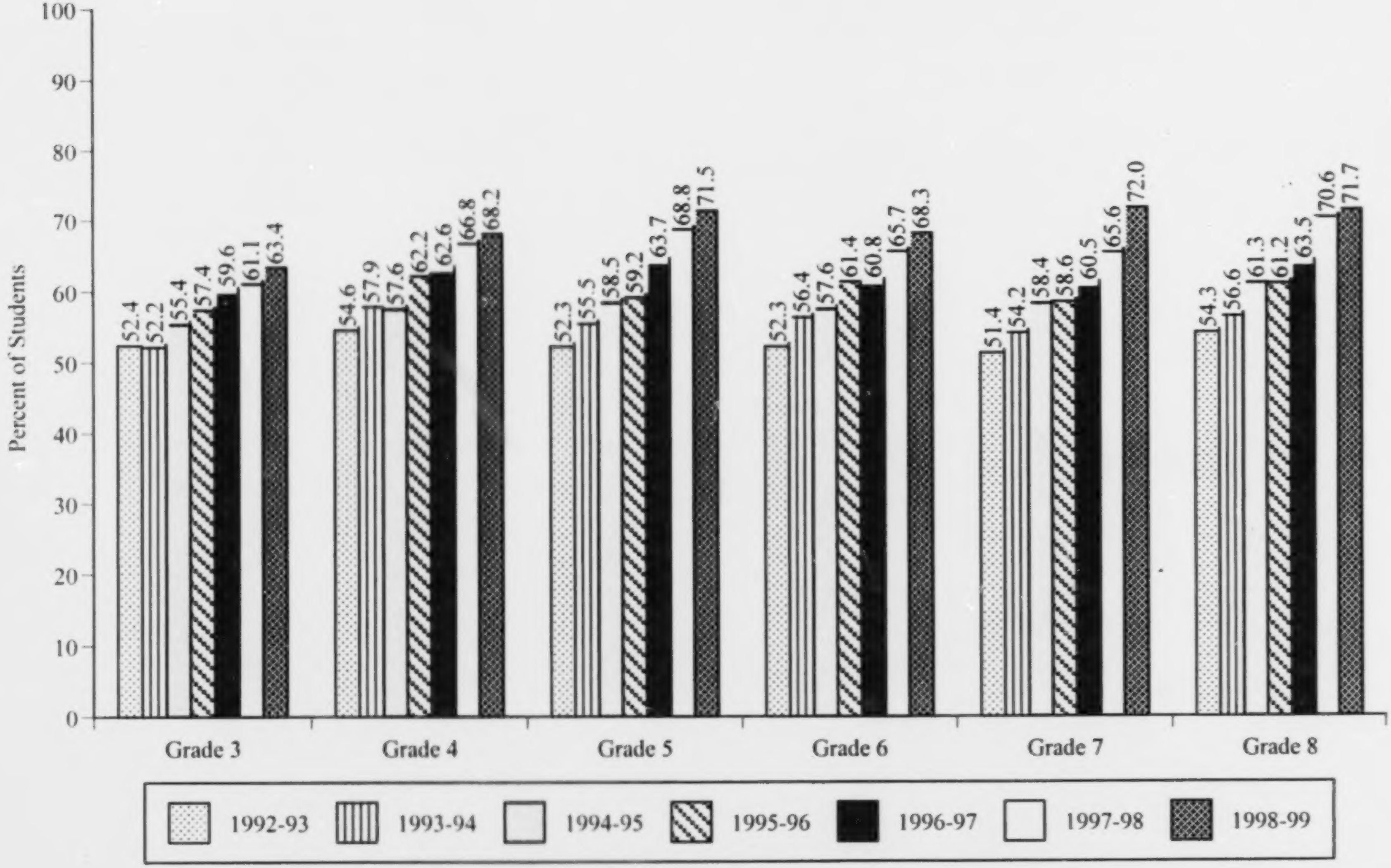
Figure 5. 1994-95 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8



Note: Data received from LEAs after July 16, 1999 are not included in this figure

Figure 6. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results Percent of Students at or above Level III in Both Reading and Mathematics Grades 3-8

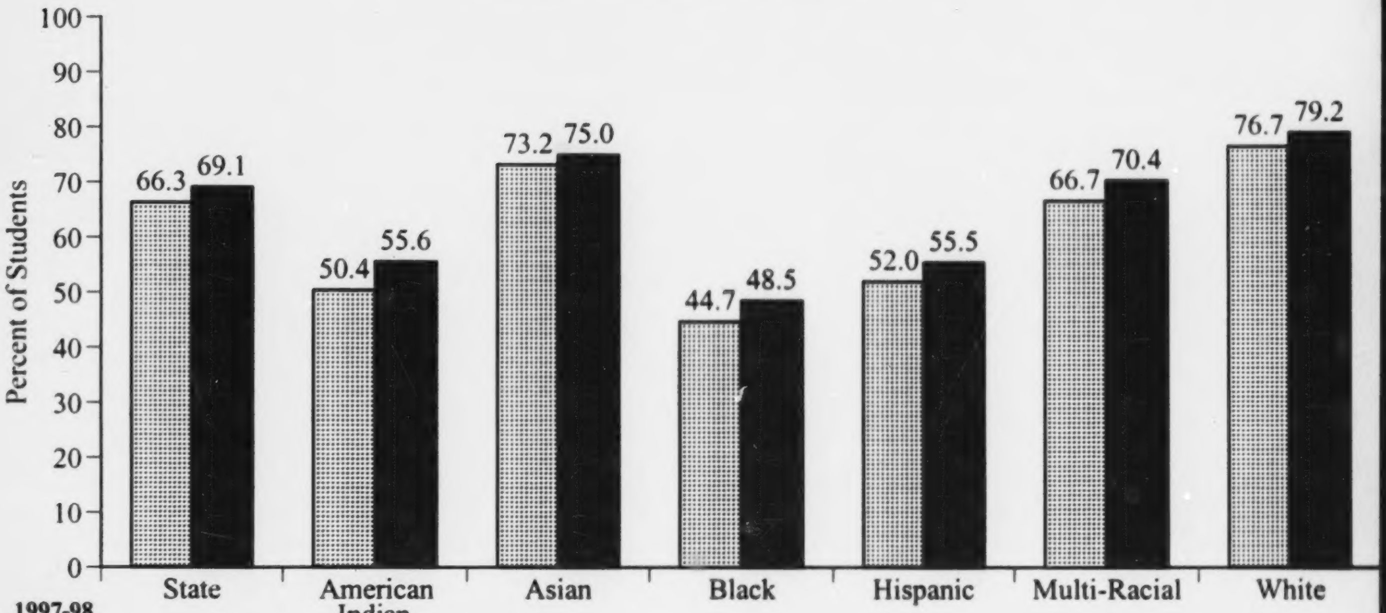
PRELIMINARY RESULTS



Note: Data received from LEAs after July 16, 1999 are not included in this figure

PRELIMINARY RESULTS

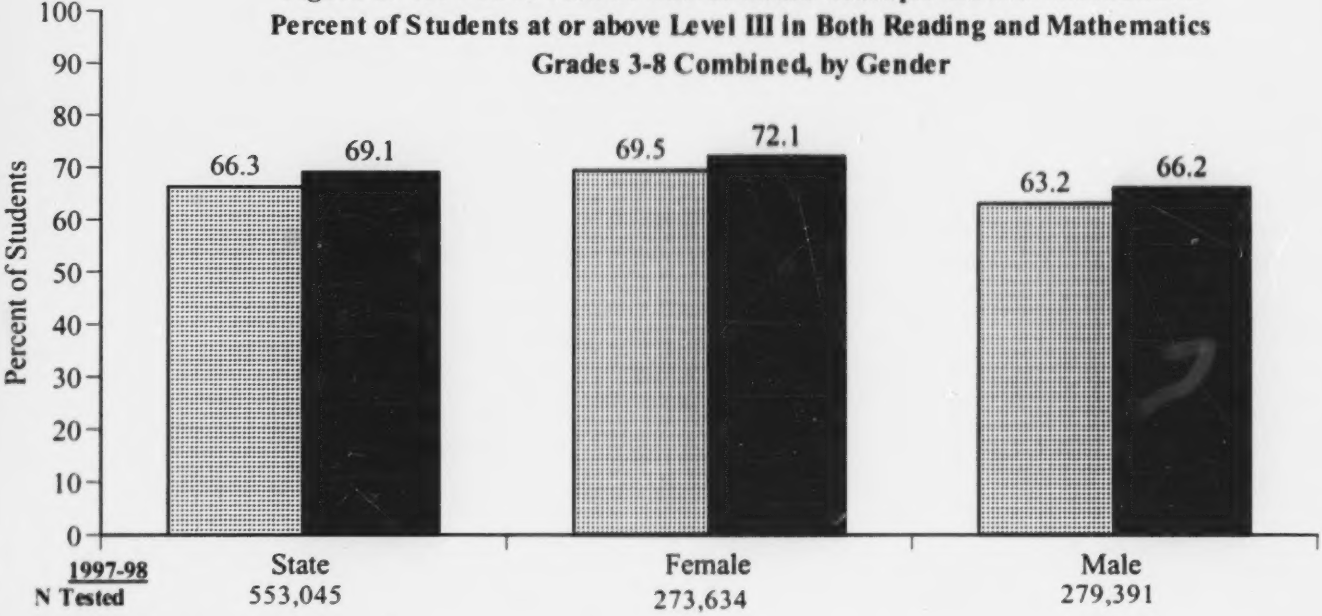
Figure 7. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results Percent of Students at or above Level III in Both Reading and Mathematics Grades 3-8 Combined, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	553,045	8,020	8,267	161,312	12,391	3,513	359,373
N Level III, IV	366,733	4,043	6,055	72,124	6,445	2,343	275,652
1998-99							
N Tested	566,993	8,096	9,056	166,370	14,736	4,952	363,591
N Level III, IV	391,666	4,504	6,791	80,712	8,182	3,488	287,883

▨ 1997-98 ■ 1998-99

Figure 8. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results Percent of Students at or above Level III in Both Reading and Mathematics Grades 3-8 Combined, by Gender



	State	Female	Male
1997-98			
N Tested	553,045	273,634	279,391
N Level III, IV	366,733	190,175	176,554
1998-99			
N Tested	566,993	280,521	286,430
N Level III, IV	391,666	202,171	189,474

Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after July 16, 1999 are not included in these figures.

PRELIMINARY RESULTS

Table 9. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Exceptional Students and Students with Limited English Proficiency
Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	100,415	100.0	63.4	146.4	142.9
	Not Exceptional	82,278	82.1	65.0	146.6	142.8
	Academically Gifted	6,496	6.5	98.9	157.7	156.2
	Students with Disabilities	11,418	11.4			
	Behaviorally-Emotionally Handicapped	693	0.7	21.1	136.3	131.9
	Hearing Impaired	131	0.1	38.9	139.6	135.5
	Educable Mentally Handicapped	602	0.6	2.6	130.7	123.9
	Specific Learning Disabled	6,069	6.1	27.3	137.0	136.1
	Speech-Language Impaired	2,556	2.6	51.2	143.5	139.9
	Visually Impaired	53	0.1	39.6	140.7	137.8
	Other Health Impaired	1,083	1.1	28.2	138.6	134.2
	Orthopedically Impaired	47	0.0	40.4	142.7	135.7
	Traumatic Brain Injured	16	0.0	*	*	*
	Other Exceptional Classifications	168	0.2	39.5	140.6	135.7
	Section 504	1,550	1.5	42.0	141.4	138.0
	Limited English Proficient	1,548	1.5	34.5	138.9	137.1
Grade 4	All Students	97,914	100.0	68.2	149.5	152.2
	Not Exceptional	72,910	74.6	68.1	148.8	151.3
	Academically Gifted	13,444	13.8	99.3	160.4	164.5
	Students with Disabilities	11,379	11.6			
	Behaviorally-Emotionally Handicapped	803	0.8	25.9	140.3	141.8
	Hearing Impaired	128	0.1	40.2	143.6	146.6
	Educable Mentally Handicapped	587	0.6	3.9	134.8	134.1
	Specific Learning Disabled	6,946	7.1	29.2	140.5	144.8
	Speech-Language Impaired	1,439	1.5	51.9	145.6	148.5
	Visually Impaired	51	0.1	58.0	145.3	146.8
	Other Health Impaired	1,144	1.2	33.4	142.2	143.3
	Orthopedically Impaired	63	0.1	41.0	143.9	141.9
	Traumatic Brain Injured	28	0.0	*	*	*
	Other Exceptional Classifications	190	0.2	39.9	142.8	145.7
	Section 504	1,902	1.9	46.5	144.6	147.5
	Limited English Proficient	1,272	1.3	37.0	142.0	147.0

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

PRELIMINARY RESULTS

Table 9. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Exceptional Students and Students with Limited English Proficiency (continued)
Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	94,807	100.0	71.5	154.3	159.2
	Not Exceptional	68,447	72.3	71.7	153.6	158.1
	Academically Gifted	14,974	15.8	99.5	163.7	171.0
	Students with Disabilities	11,219	11.9			
	Behaviorally-Emotionally Handicapped	904	1.0	28.7	145.6	148.0
	Hearing Impaired	128	0.1	39.8	147.7	153.5
	Educable Mentally Handicapped	710	0.8	3.7	139.5	141.7
	Specific Learning Disabled	7,172	7.6	33.3	146.3	151.5
	Speech-Language Impaired	796	0.8	46.4	149.3	154.0
	Visually Impaired	44	0.0	64.3	152.3	156.6
	Other Health Impaired	1,230	1.3	35.4	147.5	150.2
	Orthopedically Impaired	47	0.0	37.8	148.6	148.6
	Traumatic Brain Injured	24	0.0	*	*	*
	Other Exceptional Classifications	164	0.2	34.2	147.1	150.7
	Section 504	1,689	1.8	49.1	149.6	154.2
	Limited English Proficient	1,098	1.2	36.9	146.8	152.6
Grade 6	All Students	93,607	100.0	68.3	156.7	164.8
	Not Exceptional	67,943	72.8	68.1	156.0	163.6
	Academically Gifted	14,509	15.5	99.2	167.0	177.8
	Students with Disabilities	10,909	11.7			
	Behaviorally-Emotionally Handicapped	992	1.1	21.5	146.9	152.3
	Hearing Impaired	135	0.1	41.5	150.3	158.5
	Educable Mentally Handicapped	840	0.9	2.6	140.8	147.4
	Specific Learning Disabled	7,128	7.6	29.4	147.9	156.2
	Speech-Language Impaired	383	0.4	44.1	150.9	159.5
	Visually Impaired	46	0.0	38.6	150.3	157.7
	Other Health Impaired	1,150	1.2	32.8	149.6	155.0
	Orthopedically Impaired	36	0.0	44.4	152.3	157.7
	Traumatic Brain Injured	28	0.0	*	*	*
	Other Exceptional Classifications	171	0.2	37.3	149.0	156.9
	Section 504	1,490	1.6	46.5	151.6	159.4
	Limited English Proficient	892	1.0	29.3	148.1	157.8

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 9. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Exceptional Students and Students with Limited English Proficiency (continued)
Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	91,872	100.0	72.0	159.9	170.8
	Not Exceptional	67,838	74.0	72.5	159.4	169.6
	Academically Gifted	13,739	15.0	99.5	168.7	183.8
	Students with Disabilities	10,118	11.0			
	Behaviorally-Emotionally Handicapped	1,045	1.1	21.9	150.3	158.4
	Hearing Impaired	124	0.1	39.7	153.7	163.6
	Educable Mentally Handicapped	903	1.0	2.0	144.7	152.8
	Specific Learning Disabled	6,531	7.1	33.7	151.9	162.5
	Speech-Language Impaired	233	0.3	47.4	154.7	165.3
	Visually Impaired	39	0.0	53.8	156.5	166.4
	Other Health Impaired	1,042	1.1	37.8	153.2	161.8
	Orthopedically Impaired	34	0.0	36.4	156.7	162.0
	Traumatic Brain Injured	28	0.0	*	*	*
	Other Exceptional Classifications	139	0.2	45.9	154.1	163.8
	Section 504	1,213	1.3	53.5	156.3	166.7
	Limited English Proficient	814	0.9	29.3	150.6	162.2
Grade 8	All Students	90,331	100.0	71.7	162.3	174.1
	Not Exceptional	67,218	74.5	71.9	161.7	172.7
	Academically Gifted	13,570	15.0	99.6	171.4	188.8
	Students with Disabilities	9,379	10.4			
	Behaviorally-Emotionally Handicapped	1,017	1.1	18.1	151.6	159.7
	Hearing Impaired	112	0.1	44.1	156.2	167.3
	Educable Mentally Handicapped	942	1.0	0.6	146.2	154.5
	Specific Learning Disabled	6,021	6.7	34.1	154.1	164.7
	Speech-Language Impaired	148	0.2	31.3	154.8	164.9
	Visually Impaired	42	0.0	59.5	158.6	170.4
	Other Health Impaired	863	1.0	35.0	155.5	164.0
	Orthopedically Impaired	40	0.0	56.4	158.6	168.2
	Traumatic Brain Injured	20	0.0	*	*	*
	Other Exceptional Classifications	174	0.2	40.8	156.6	166.1
	Section 504	1,087	1.2	51.2	158.4	168.7
	Limited English Proficient	819	0.9	29.2	152.9	165.3

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 10. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Students Taking Modified Tests
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	100,415	100.0	63.4	146.4	142.9
	Braille Edition	8	0.0	*	*	*
	Large Print	61	0.2	34.4	139.0	134.9
	Assistive Technology	30	0.1	26.7	138.5	135.1
	Braille Writer	8	0.0	*	*	*
	Cranmer Abacus	9	0.0	*	*	*
	Dictation to Scribe	109	0.3	33.3	138.0	135.3
	Interpreter Signs Test	24	0.1	*	*	*
	Magnification Devices	14	0.0	*	*	*
	Student Marks in Text Book	4,893	15.4	26.3	137.0	134.9
	Test Administrator Reads Test Aloud	7,160	22.6	19.8	135.1	134.1
	Use of Typewriter or Word Processor	4	0.0	*	*	*
	Hospital/Home Testing	30	0.1	51.7	145.4	142.8
	Multiple Test Sessions	2,215	7.0	27.2	137.2	134.8
	Scheduled Extended Time	8,533	26.9	26.0	137.0	135.0
	Testing in a Separate Room	8,498	26.8	24.1	136.6	134.5
	English/Native Language Dictionary/Electronic Translator	50	0.2	30.0	138.3	135.6
	Other	32	0.1	43.8	142.3	137.8

Grade						
4	All Students	97,914	100.0	68.2	149.5	152.2
	Braille Edition	5	0.0	*	*	*
	Large Print	61	0.2	61.7	146.3	148.5
	Assistive Technology	22	0.1	*	*	*
	Braille Writer	5	0.0	*	*	*
	Cranmer Abacus	5	0.0	*	*	*
	Dictation to Scribe	225	0.7	25.9	139.4	142.7
	Interpreter Signs Test	21	0.1	*	*	*
	Magnification Devices	11	0.0	*	*	*
	Student Marks in Text Book	4,759	14.2	30.1	140.8	144.2
	Test Administrator Reads Test Aloud	7,237	21.6	20.4	138.5	142.9
	Use of Typewriter or Word Processor	6	0.0	*	*	*
	Hospital/Home Testing	18	0.1	*	*	*
	Multiple Test Sessions	2,279	6.8	29.8	140.7	144.0
	Scheduled Extended Time	9,532	28.5	29.7	140.7	144.3
	Testing in a Separate Room	9,228	27.6	27.2	140.2	143.7
	English/Native Language Dictionary/Electronic Translator	56	0.2	30.4	141.6	146.8
	Other	30	0.1	26.7	142.4	144.6

Notes: *No scores are reported for groups with fewer than thirty students.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 16, 1999 are not included in this table.

Table 10. 1998-99 End-of-Grade Multiple-Choice Test Results Performance of Students Taking Modified Tests (continued) Grades 3-8

PRELIMINARY RESULTS

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	94,807	100.0	71.5	154.3	159.2
	Braille Edition	9	0.0	*	*	*
	Large Print	51	0.2	60.8	151.9	155.2
	Assistive Technology	15	0.0	*	*	*
	Braille Writer	6	0.0	*	*	*
	Cranmer Abacus	6	0.0	*	*	*
	Dictation to Scribe	103	0.3	33.3	145.9	152.5
	Interpreter Signs Test	25	0.1	*	*	*
	Magnification Devices	12	0.0	*	*	*
	Student Marks in Text Book	4,492	14.1	32.2	146.1	150.4
	Test Administrator Reads Test Aloud	6,743	21.1	21.0	143.6	149.0
	Use of Typewriter or Word Processor	9	0.0	*	*	*
	Hospital/Home Testing	14	0.0	*	*	*
	Multiple Test Sessions	2,036	6.4	31.1	146.0	150.5
	Scheduled Extended Time	9,311	29.1	30.9	145.9	150.6
	Testing in a Separate Room	8,978	28.1	28.9	145.4	150.1
	English/Native Language Dictionary/Electronic Translator	90	0.3	39.3	147.2	151.7
	Other	48	0.2	38.3	147.3	152.9

Grade						
6	All Students	93,607	100.0	68.3	156.7	164.8
	Braille Edition	2	0.0	*	*	*
	Large Print	50	0.2	46.9	151.7	162.1
	Assistive Technology	13	0.0	*	*	*
	Braille Writer	4	0.0	*	*	*
	Cranmer Abacus	3	0.0	*	*	*
	Dictation to Scribe	67	0.3	34.8	149.1	156.7
	Interpreter Signs Test	26	0.1	*	*	*
	Magnification Devices	13	0.0	*	*	*
	Student Marks in Text Book	2,948	11.2	27.4	147.6	155.0
	Test Administrator Reads Test Aloud	5,444	20.7	15.1	144.5	153.2
	Use of Typewriter or Word Processor	12	0.0	*	*	*
	Hospital/Home Testing	38	0.1	43.2	150.2	155.8
	Multiple Test Sessions	1,289	4.9	22.3	146.5	154.0
	Scheduled Extended Time	8,708	33.1	25.7	147.1	154.9
	Testing in a Separate Room	7,471	28.4	21.9	146.4	154.1
	English/Native Language Dictionary/Electronic Translator	220	0.8	22.3	147.0	155.9
	Other	35	0.1	50.0	154.3	160.6

Notes: *No scores are reported for groups with fewer than thirty students.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

PRELIMINARY RESULTS

Table 10. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Students Taking Modified Tests (continued)
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	91,872	100.0	72.0	159.9	170.8
	Braille Edition	4	0.0	*	*	*
	Large Print	33	0.1	41.9	153.8	164.6
	Assistive Technology	15	0.1	*	*	*
	Braille Writer	2	0.0	*	*	*
	Cranmer Abacus	1	0.0	*	*	*
	Dictation to Scribe	104	0.5	31.0	151.8	162.3
	Interpreter Signs Test	33	0.1	26.7	150.9	161.8
	Magnification Devices	9	0.0	*	*	*
	Student Marks in Text Book	2,128	9.4	29.0	151.1	160.9
	Test Administrator Reads Test Aloud	4,461	19.6	16.4	148.1	159.0
	Use of Typewriter or Word Processor	15	0.1	*	*	*
	Hospital/Home Testing	41	0.2	41.5	154.5	162.0
	Multiple Test Sessions	1,070	4.7	24.1	150.0	159.8
	Scheduled Extended Time	8,044	35.4	28.4	150.9	160.9
	Testing in a Separate Room	6,547	28.8	23.0	149.9	159.9
	English/Native Language Dictionary/Electronic Translator	202	0.9	22.4	149.2	160.9
	Other	37	0.2	36.1	155.0	161.9

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
8	All Students	90,331	100.0	71.7	162.3	174.1
	Braille Edition	6	0.0	*	*	*
	Large Print	42	0.2	59.5	157.3	169.6
	Assistive Technology	7	0.0	*	*	*
	Braille Writer	2	0.0	*	*	*
	Cranmer Abacus	2	0.0	*	*	*
	Dictation to Scribe	49	0.2	30.6	155.3	164.8
	Interpreter Signs Test	15	0.1	*	*	*
	Magnification Devices	5	0.0	*	*	*
	Student Marks in Text Book	1,818	8.9	29.7	153.2	163.3
	Test Administrator Reads Test Aloud	3,891	19.1	15.2	149.8	160.5
	Use of Typewriter or Word Processor	7	0.0	*	*	*
	Hospital/Home Testing	45	0.2	47.6	157.6	166.0
	Multiple Test Sessions	960	4.7	20.5	151.5	161.0
	Scheduled Extended Time	7,406	36.4	27.2	152.8	162.9
	Testing in a Separate Room	5,884	28.9	22.0	151.7	161.6
	English/Native Language Dictionary/Electronic Translator	205	1.0	19.5	150.8	163.2
	Other	30	0.1	50.0	157.4	166.8

Notes: *No scores are reported for groups with fewer than thirty students.

[1] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 11. 1998-99 End-of-Grade Multiple-Choice Test Results Characteristics and Performance of Grade 3 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	100,415	100.0	63.4	146.4	142.9
Gender					
Male	51,289	51.1	61.4	145.5	142.8
Female	49,118	48.9	65.4	147.3	142.9
Ethnic Group					
American Indian	1,464	1.5	53.6	143.2	140.2
Asian	1,595	1.6	71.6	147.8	146.7
Black	30,479	30.4	41.9	141.8	136.9
Hispanic	2,930	2.9	50.2	142.8	139.8
Multi-Racial	1,219	1.2	66.1	146.6	142.9
White	62,697	62.4	74.4	148.8	145.9
Other	18	0.0	*	*	*
Parental Education					
Did not finish high school	11,171	11.2	34.3	139.6	135.7
High school graduate	46,215	46.3	55.3	144.3	140.5
Trade or business school	5,185	5.2	67.2	147.0	143.3
Community college	13,360	13.4	72.0	148.1	144.6
Four year college	19,569	19.6	86.2	152.2	149.3
Graduate school	4,212	4.2	92.6	155.1	152.6
Hours Watching TV (each school day)					
None	8,714	8.7	50.7	144.0	139.9
1 hour	34,855	35.0	64.9	146.9	143.3
2 hours	21,847	21.9	68.9	147.6	144.4
3 hours	14,174	14.2	68.5	147.2	144.1
Between 4 and 5 hours	9,752	9.8	65.7	146.6	143.4
More than 6 hours	10,283	10.3	49.7	143.1	139.1
Hours of Homework (per week)					
None assigned	3,426	3.4	33.7	139.7	134.9
1 hour or less	36,764	36.8	62.7	146.0	142.3
1 to 3 hours	27,754	27.8	68.4	147.6	144.3
More than 3, less than 5 hours	14,699	14.7	67.4	147.7	144.5
Between 5-10 hours	10,785	10.8	69.4	147.8	144.9
More than 10 hours	4,213	4.2	56.5	144.8	141.2
Assigned but not done	2,200	2.2	20.1	136.6	131.7
Days Absent (so far this year)					
0-7 days	70,731	70.8	65.6	146.9	143.5
8-14 days	21,782	21.8	60.8	145.8	142.0
15-21 days	5,458	5.5	54.2	144.4	140.0
More than 21 days	1,933	1.9	43.5	142.1	137.3

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after July 16, 1999 are not included in this table.

Table 12. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 4 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	97,914	100.0	68.2	149.5	152.2
Gender					
Male	48,964	50.0	65.3	148.7	152.2
Female	48,945	50.0	71.1	150.2	152.3
Ethnic Group					
American Indian	1,349	1.4	56.5	146.1	149.3
Asian	1,532	1.6	73.1	150.7	156.1
Black	29,259	29.9	47.8	144.7	146.7
Hispanic	2,650	2.7	55.0	145.8	149.3
Multi-Racial	974	1.0	69.8	150.0	152.5
White	62,125	63.5	78.5	151.9	155.0
Other	17	0.0	*	*	*
Parental Education					
Did not finish high school	10,658	11.0	38.6	142.7	145.3
High school graduate	43,938	45.2	60.7	147.3	149.9
Trade or business school	5,119	5.3	72.4	149.8	152.7
Community college	13,196	13.6	76.1	150.9	153.8
Four year college	19,929	20.5	89.0	155.0	158.1
Graduate school	4,427	4.6	93.9	158.2	161.5
Hours Watching TV (each school day)					
None	6,147	6.3	58.6	148.0	150.3
1 hour	29,939	30.8	69.4	150.0	152.6
2 hours	23,907	24.6	73.5	150.7	153.7
3 hours	16,655	17.1	72.3	150.1	153.1
Between 4 and 5 hours	11,172	11.5	68.2	149.0	152.0
More than 6 hours	9,466	9.7	51.5	145.4	147.7
Hours of Homework (per week)					
None assigned	1,955	2.0	39.6	142.7	144.6
1 hour or less	33,822	34.7	62.9	148.0	150.4
1 to 3 hours	33,001	33.9	73.0	150.6	153.4
More than 3, less than 5 hours	13,943	14.3	73.6	151.1	154.3
Between 5-10 hours	10,392	10.7	76.3	151.8	155.2
More than 10 hours	2,980	3.1	64.4	148.5	151.5
Assigned but not done	1,356	1.4	21.2	139.1	141.0
Days Absent (so far this year)					
0-7 days	68,365	70.2	70.4	149.9	152.9
8-14 days	21,200	21.8	65.9	149.0	151.4
15-21 days	5,527	5.7	59.7	147.7	149.6
More than 21 days	2,247	2.3	50.3	145.4	147.0

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 13. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	94,807	100.0	71.5	154.3	159.2
Gender					
Male	47,624	50.2	68.6	153.7	159.1
Female	47,168	49.8	74.4	154.9	159.4
Ethnic Group					
American Indian	1,309	1.4	53.5	149.9	155.0
Asian	1,521	1.6	76.6	155.5	162.9
Black	27,634	29.2	52.4	150.0	153.9
Hispanic	2,540	2.7	59.0	151.1	155.8
Multi-Racial	864	0.9	73.4	154.8	159.4
White	60,907	64.3	80.9	156.4	161.8
Other	18	0.0	*	*	*
Parental Education					
Did not finish high school	10,119	10.7	42.6	148.0	152.4
High school graduate	41,561	44.1	63.9	152.2	156.7
Trade or business school	4,853	5.2	75.9	154.5	159.6
Community college	12,919	13.7	79.5	155.6	160.7
Four year college	19,921	21.2	90.3	159.1	164.9
Graduate school	4,804	5.1	94.3	161.8	168.2
Hours Watching TV (each school day)					
None	4,181	4.4	67.5	154.1	158.7
1 hour	24,066	25.5	72.8	154.9	159.9
2 hours	24,448	25.9	77.2	155.6	160.9
3 hours	19,167	20.3	74.5	154.7	159.8
Between 4 and 5 hours	13,181	14.0	70.5	153.5	158.3
More than 6 hours	9,271	9.8	51.6	149.9	154.1
Hours of Homework (per week)					
None assigned	1,326	1.4	44.8	148.5	152.5
1 hour or less	28,944	30.7	62.7	152.2	156.7
1 to 3 hours	37,698	39.9	76.2	155.1	160.0
More than 3, less than 5 hours	13,754	14.6	77.6	156.1	161.6
Between 5-10 hours	9,647	10.2	80.7	156.8	162.7
More than 10 hours	2,123	2.2	69.1	153.7	159.3
Assigned but not done	941	1.0	25.3	144.7	148.2
Days Absent (so far this year)					
0-7 days	65,219	69.2	73.9	154.8	160.0
8-14 days	20,948	22.2	69.0	153.8	158.3
15-21 days	5,765	6.1	62.4	152.4	156.4
More than 21 days	2,374	2.5	52.3	150.4	153.6

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 14. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	93,607	100.0	68.3	156.7	164.8
Gender					
Male	47,483	50.7	64.6	155.8	164.4
Female	46,122	49.3	72.1	157.7	165.2
Ethnic Group					
American Indian	1,400	1.5	54.0	153.0	161.1
Asian	1,418	1.5	74.8	158.3	169.2
Black	27,586	29.5	48.0	152.2	158.8
Hispanic	2,470	2.6	54.4	153.3	160.9
Multi-Racial	722	0.8	69.1	156.9	164.2
White	59,988	64.1	78.4	159.0	167.7
Other	16	0.0	*	*	*
Parental Education					
Did not finish high school	9,141	9.9	39.1	150.0	157.5
High school graduate	40,253	43.4	59.5	154.3	162.0
Trade or business school	4,630	5.0	70.6	156.6	164.4
Community college	13,117	14.1	76.5	158.2	166.3
Four year college	20,316	21.9	87.3	161.6	170.5
Graduate school	5,261	5.7	92.1	164.4	174.0
Hours Watching TV (each school day)					
None	3,244	3.5	65.0	156.9	164.9
1 hour	20,001	21.5	71.6	157.9	166.2
2 hours	24,070	25.9	75.0	158.3	166.7
3 hours	20,935	22.5	71.0	157.0	165.1
Between 4 and 5 hours	15,043	16.2	65.0	155.5	163.3
More than 6 hours	9,817	10.5	47.1	151.9	159.1
Hours of Homework (per week)					
None assigned	1,339	1.4	32.3	148.2	155.3
1 hour or less	25,501	27.4	56.2	153.9	161.4
1 to 3 hours	41,742	44.8	71.9	157.3	165.3
More than 3, less than 5 hours	13,184	14.1	77.7	159.1	167.9
Between 5-10 hours	8,621	9.2	83.9	161.0	170.3
More than 10 hours	1,638	1.8	75.6	158.8	168.1
Assigned but not done	1,197	1.3	22.6	146.3	153.4
Days Absent (so far this year)					
0-7 days	59,196	63.6	72.7	157.7	166.1
8-14 days	22,493	24.2	65.9	156.2	163.8
15-21 days	7,334	7.9	55.7	154.0	161.1
More than 21 days	4,028	4.3	41.7	150.9	157.5

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 15. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	91,872	100.0	72.0	159.9	170.8
Gender					
Male	46,623	50.7	68.7	159.1	170.6
Female	45,246	49.3	75.4	160.7	171.0
Ethnic Group					
American Indian	1,318	1.4	58.0	156.4	167.7
Asian	1,526	1.7	77.4	161.0	174.7
Black	26,508	28.9	51.6	155.7	164.7
Hispanic	2,156	2.3	59.6	156.6	167.2
Multi-Racial	622	0.7	73.5	159.7	170.0
White	59,718	65.0	81.6	161.9	173.6
Other	19	0.0	*	*	*
Parental Education					
Did not finish high school	8,073	8.9	42.3	153.6	163.3
High school graduate	39,257	43.2	64.0	157.8	168.0
Trade or business school	4,093	4.5	74.2	159.9	170.4
Community college	13,463	14.8	79.6	161.1	172.1
Four year college	20,412	22.5	88.5	164.0	176.1
Graduate school	5,529	6.1	92.3	166.0	179.4
Hours Watching TV (each school day)					
None	2,648	2.9	68.9	160.1	170.9
1 hour	17,474	19.1	76.0	161.2	172.7
2 hours	23,223	25.4	78.5	161.3	172.8
3 hours	21,704	23.8	74.1	160.1	170.9
Between 4 and 5 hours	16,642	18.2	68.9	158.9	169.2
More than 6 hours	9,675	10.6	51.8	155.7	165.4
Hours of Homework (per week)					
None assigned	1,426	1.6	32.2	151.7	160.8
1 hour or less	22,910	25.1	59.6	157.2	167.3
1 to 3 hours	41,651	45.5	74.6	160.2	170.9
More than 3, less than 5 hours	13,835	15.1	82.0	162.3	174.2
Between 5-10 hours	8,731	9.5	87.6	164.0	176.6
More than 10 hours	1,465	1.6	82.7	163.0	175.4
Assigned but not done	1,436	1.6	36.6	152.6	162.7
Days Absent (so far this year)					
0-7 days	55,564	60.9	76.9	160.9	172.3
8-14 days	22,489	24.7	70.2	159.5	170.0
15-21 days	7,922	8.7	61.0	157.6	167.3
More than 21 days	5,204	5.7	46.5	154.7	163.6

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 16. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	90,331	100.0	71.7	162.3	174.1
Gender					
Male	45,591	50.5	68.8	161.5	173.9
Female	44,730	49.5	74.6	163.0	174.4
Ethnic Group					
American Indian	1,283	1.4	58.6	158.7	170.5
Asian	1,494	1.7	76.7	163.2	178.7
Black	25,700	28.5	50.4	157.8	167.3
Hispanic	2,043	2.3	56.5	158.7	169.6
Multi-Racial	571	0.6	74.5	162.5	173.4
White	59,179	65.5	81.6	164.4	177.2
Other	22	0.0	*	*	*
Parental Education					
Did not finish high school	7,544	8.4	41.3	155.6	165.5
High school graduate	36,561	40.8	62.2	159.8	170.6
Trade or business school	4,011	4.5	71.6	161.9	173.1
Community college	14,518	16.2	79.1	163.4	175.4
Four year college	20,715	23.1	88.0	166.3	179.9
Graduate school	6,164	6.9	93.1	168.9	184.2
Hours Watching TV (each school day)					
None	2,367	2.6	67.1	162.3	174.5
1 hour	17,547	19.5	76.0	163.7	176.5
2 hours	23,366	26.0	78.8	163.7	176.4
3 hours	21,834	24.3	72.8	162.2	173.9
Between 4 and 5 hours	16,455	18.3	67.4	160.9	172.0
More than 6 hours	8,363	9.3	50.8	158.0	167.9
Hours of Homework (per week)					
None assigned	1,527	1.7	32.0	153.8	163.3
1 hour or less	19,697	21.9	57.3	159.1	169.8
1 to 3 hours	41,093	45.7	72.4	162.2	173.7
More than 3, less than 5 hours	15,221	16.9	83.3	164.9	178.1
Between 5-10 hours	9,496	10.5	88.8	166.7	180.8
More than 10 hours	1,596	1.8	86.1	166.7	181.5
Assigned but not done	1,387	1.5	41.6	155.8	166.5
Days Absent (so far this year)					
0-7 days	52,585	58.6	77.1	163.4	176.0
8-14 days	22,661	25.2	70.4	161.9	173.3
15-21 days	8,336	9.3	61.7	160.1	170.6
More than 21 days	6,224	6.9	44.7	156.8	166.1

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 17. 1998-99 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	146.4	100,414	56/55[†]	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			131	66.1
OBJ 2.1: Identify, collect or select information and ideas.			62	68.0
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			50	63.8
OBJ 2.3: Apply, extend, and expand on information and concepts.			19	66.2
GOAL 3: Use language for critical analysis and evaluation			36	55.5
MATHEMATICS (Average of Averages)	142.9	100,909	80	
Math Computation			36	86.4
Math Applications			204	67.9
GOAL 1: Identify and use numbers to 1000 and beyond.			24	64.9
GOAL 2: Understand and use of geometry.			24	73.1
GOAL 3: Understand classification, pattern and seriation.			24	66.4
GOAL 4: Understand and use standard units of metric and customary measure.			36	70.2
GOAL 5: Use mathematical reasoning and solve problems.			36	60.8
GOAL 6: Understand data collection, display, and interpretation.			24	66.5
GOAL 7: Compute with whole numbers.			72	79.6

	O	P	Q
NUMBER OF STUDENTS TAKING FORM	33,519	33,617	33,278

Notes: [†] Reading forms O and Q contain 56 questions. Form P contains 55 questions.

*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after July 30, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 18. 1998-99 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	149.5	97,911	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			159	64.6
OBJ 2.1: Identify, collect or select information and ideas.			68	70.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			67	62.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			24	54.5
GOAL 3: Use language for critical analysis and evaluation			36	61.3
MATHEMATICS (Average of Averages)	152.2	98,391	80	
Math Computation			36	80.6
Math Applications			204	65.2
GOAL 1: Identify and use rational numbers.			36	74.0
GOAL 2: Understand and use properties and relationships of geometry.			21	68.5
GOAL 3: Understanding of patterns and relationships			21	67.2
GOAL 4: Understand and use standard units of metric and customary measure.			36	58.4
GOAL 5: Solve problems and reason mathematically.			36	62.3
GOAL 6: Understanding and use of graphing, probablility, and statistics.			21	59.7
GOAL 7: Compute with rational numbers.			69	73.7

	J	O	Q
NUMBER OF STUDENTS TAKING FORM	32,585	32,660	32,666

Notes: *"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after July 30, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 19. 1998-99 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	154.3	94,801	65/64[†]	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			14	65.4
GOAL 2: Use language for the acquisition, interpretation, and application of information.			130	67.7
OBJ 2.1: Identify, collect or select information and ideas.			58	69.9
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			51	65.8
OBJ 2.3: Apply, extend, expand on information, concepts			21	66.3
GOAL 3: Use language for critical analysis and evaluation			50	62.1
MATHEMATICS (Average of Averages)	159.2	95,258	80	
Math Computation			36	73.5
Math Applications			204	62.1
GOAL 1: Identify and use rational numbers.			36	67.9
GOAL 2: Understand and use properties and relationships of geometry.			30	68.6
GOAL 3: Understanding of patterns and relationships			24	62.8
GOAL 4: Understand and use standard units of metric and customary measure.			24	49.6
GOAL 5: Solve problems and reason mathematically.			36	58.5
GOAL 6: Understanding and use of graphing, probablility, and statistics.			24	61.0
GOAL 7: Compute with rational numbers.			66	68.8

	I	J	N
NUMBER OF STUDENTS TAKING FORM	31,731	31,592	31,478

Notes [†] Reading forms I and N contain 65 questions. Form J contains 64 questions.

*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after August 3, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 20. 1998-99 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	156.7	93,607	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			10	62.1
GOAL 2: Use language for the acquisition, interpretation, and application of information.			148	67.7
OBJ 2.1: Identify, collect or select information and ideas.			63	73.6
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			69	62.3
OBJ 2.3: Apply, extend, and expand on information and concepts.			16	67.4
GOAL 3: Use language for critical analysis and evaluation			37	60.5
MATHEMATICS (Average of Averages)	164.8	93,842	80	
Math Computation			36	59.9
Math Applications			204	57.9
GOAL 1: Understand and use rational numbers.			27	66.7
GOAL 2: Understand and use of properties and relationships of geometry.			27	62.5
GOAL 3: Understanding of patterns, relationships, and pre-algebra.			24	62.1
GOAL 4: Understanding and use of measurement.			24	52.7
GOAL 5: Solve problems and reason mathematically.			36	54.2
GOAL 6: Understanding and use of graphing, probablility, and statistics.			36	54.2
GOAL 7: Compute with rational numbers.			66	58.0

	I	J	O
NUMBER OF STUDENTS TAKING FORM	31,153	31,243	31,211

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs after August 3, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 21. 1998-99 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	159.9	91,871	66	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			11	68.8
GOAL 2: Use language for the acquisition, interpretation, and application of information.			151	67.8
OBJ 2.1: Identify, collect or select information and ideas.			57	72.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			78	65.4
OBJ 2.3: Apply, extend, and expand on information and concepts.			16	63.5
GOAL 3: Use language for critical analysis and evaluation.			36	68.6
MATHEMATICS (Average of Averages)	170.8	92,001	80	
Math Computation			24	58.1
Math Applications			216	56.8
GOAL 1: Understanding and use of real numbers.			24	69.7
GOAL 2: Understand and use properties and relationships of geometry.			24	61.9
GOAL 3: Understanding of pre-algebra.			36	65.4
GOAL 4: Understanding and use of measurement.			30	51.9
GOAL 5: Solve problems and reason mathematically.			42	49.1
GOAL 6: Understanding and use of probablility and statistics.			24	46.0
GOAL 7: Compute with real numbers.			60	57.0

	I	J	O
NUMBER OF STUDENTS TAKING FORM	30,616	30,624	30,631

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs after August 3, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 22. 1998-99 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	162.3	90,330	68	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			19	58.7
GOAL 2: Use language for the acquisition, interpretation, and application of information.			153	66.8
OBJ 2.1: Identify, collect or select information and ideas.			51	71.2
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			85	64.3
OBJ 2.3: Apply, extend, and expand on information and concepts.			17	66.0
GOAL 3: Use language for critical analysis and evaluation.			32	65.7
MATHEMATICS (Average of Averages)	174.1	90,396	80	
Math Computation			24	49.7
Math Applications			216	56.8
GOAL 1: Understanding and use of real numbers.			33	57.2
GOAL 2: Understand and use of properties and relationships of geometry.			24	56.0
GOAL 3: Understanding of pre-algebra.			42	58.0
GOAL 4: Understanding and use of measurement.			24	51.3
GOAL 5: Solve problems and reason mathematically.			36	55.1
GOAL 6: Understanding and use of probablility and statistics.			30	51.9
GOAL 7: Compute with real numbers.			51	59.3

	O	P	Q
NUMBER OF STUDENTS TAKING FORM	30,206	30,162	29,962

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 23. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

PRELIMINARY RESULTS

Number of Students with Valid Scores* 100,414

High Score 172

Low Score 114

Mean 146.4

Standard Deviation 9.7

Achievement Level Ranges

Level I	114-130
Level II	131-140
Level III	141-150
Level IV	151-172

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
172	27	100414	0.03	100.00
171	37	100387	0.04	99.97
170	48	100350	0.05	99.94
169	72	100302	0.07	99.89
168	167	100230	0.17	99.82
167	133	100063	0.13	99.65
166	610	99930	0.61	99.52
165	241	99320	0.24	98.91
164	1106	99079	1.10	98.67
163	361	97973	0.36	97.57
162	2072	97612	2.06	97.21
160	2735	95540	2.72	95.15
159	2068	92805	2.06	92.42
158	1842	90737	1.83	90.36
157	3358	88895	3.34	88.53
156	3540	85537	3.53	85.18
155	3510	81997	3.50	81.66
154	3563	78487	3.55	78.16
153	3517	74924	3.50	74.62
152	3501	71407	3.49	71.11
151	4574	67906	4.56	67.63
150	5462	63332	5.44	63.07
149	3147	57870	3.13	57.63
148	2983	54723	2.97	54.50
147	4905	51740	4.88	51.53
146	2860	46835	2.85	46.64
145	4648	43975	4.63	43.79
144	3516	39327	3.50	39.16
143	3243	35811	3.23	35.66
142	3325	32568	3.31	32.43
141	2768	29243	2.76	29.12
140	2279	26475	2.27	26.37
139	2791	24196	2.78	24.10
138	2534	21405	2.52	21.32
137	1875	18871	1.87	18.79
136	1892	16996	1.88	16.93
135	1850	15104	1.84	15.04
134	1726	13254	1.72	13.20
133	1622	11528	1.62	11.48
132	1564	9906	1.56	9.87
131	1452	8342	1.45	8.31
130	1361	6890	1.36	6.86
129	409	5529	0.41	5.51
128	796	5120	0.79	5.10
127	1076	4324	1.07	4.31
126	937	3248	0.93	3.23
125	909	2311	0.91	2.30
124	511	1402	0.51	1.40
123	350	891	0.35	0.89
122	245	541	0.24	0.54
121	133	296	0.13	0.29
120	92	163	0.09	0.16
119	36	71	0.04	0.07
118	23	35	0.02	0.03
117	2	12	0.00	0.01
116	6	10	0.01	0.01
115	1	4	0.00	0.00
114	3	3	0.00	0.00

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 24. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

PRELIMINARY RESULTS

Number of Students with Valid Scores*	100,909	High Score	173
		Low Score	100
Mean	142.9	Achievement Level Ranges	
		Level I	98-124
Standard Deviation	11.1	Level II	125-137
		Level III	138-149
		Level IV	150-173

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
173	53	100909	0.05	100.00
171	147	100856	0.15	99.95
170	129	100709	0.13	99.80
168	360	100580	0.36	99.67
167	260	100220	0.26	99.32
165	638	99960	0.63	99.06
164	379	99322	0.38	98.43
162	1413	98943	1.40	98.05
161	1274	97530	1.26	96.65
160	647	96256	0.64	95.39
159	2214	95609	2.19	94.75
157	2428	93395	2.41	92.55
156	2462	90967	2.44	90.15
155	2787	88505	2.76	87.71
154	2841	85718	2.82	84.95
153	2043	82877	2.02	82.13
152	2947	80834	2.92	80.11
151	4045	77887	4.01	77.19
150	3012	73842	2.98	73.18
149	2848	70830	2.82	70.19
148	2988	67982	2.96	67.37
147	3791	64994	3.76	64.41
146	3851	61203	3.82	60.65
145	3651	57352	3.62	56.84
144	3565	53701	3.53	53.22
143	3262	50136	3.23	49.68
142	3944	46874	3.91	46.45
141	2976	42930	2.95	42.54
140	3625	39954	3.59	39.59
139	3439	36329	3.41	36.00
138	2619	32890	2.60	32.59
137	2987	30271	2.96	30.00
136	2275	27284	2.25	27.04
135	2775	25009	2.75	24.78
134	2019	22234	2.00	22.03
133	2390	20215	2.37	20.03
132	1891	17825	1.87	17.66
131	1650	15934	1.64	15.79
130	1625	14284	1.61	14.16
129	1546	12659	1.53	12.54
128	1077	11113	1.07	11.01
127	1684	10036	1.67	9.95
126	1231	8352	1.22	8.28
125	807	7121	0.80	7.06
124	757	6314	0.75	6.26
123	969	5557	0.96	5.51
122	680	4588	0.67	4.55
121	573	3908	0.57	3.87
120	669	3335	0.66	3.30
119	435	2666	0.43	2.64
118	459	2231	0.45	2.21
117	360	1772	0.36	1.76
116	311	1412	0.31	1.40
115	262	1101	0.26	1.09
114	218	839	0.22	0.83
113	221	621	0.22	0.62
112	124	400	0.12	0.40
111	88	276	0.09	0.27
110	60	188	0.06	0.19
109	55	128	0.05	0.13
Less than 108	73	73	0.07	0.07

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

BEST COPY AVAILABLE ILE

Table 25. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

PRELIMINARY RESULTS

Number of Students with Valid Scores*	97,911	High Score	176
		Low Score	119
Mean	149.5	Achievement Level Ranges	
		Level I	118-134
Standard Deviation	9.4	Level II	135-144
		Level III	145-155
		Level IV	156-179

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
176	12	97911	0.01	100.00
175	10	97899	0.01	99.99
174	25	97889	0.03	99.98
173	66	97864	0.07	99.95
172	52	97798	0.05	99.88
171	258	97746	0.26	99.83
170	146	97488	0.15	99.57
169	489	97342	0.50	99.42
168	286	96853	0.29	98.92
167	728	96567	0.74	98.63
166	902	95839	0.92	97.88
165	524	94937	0.54	96.96
164	1766	94413	1.80	96.43
163	1331	92647	1.36	94.62
162	2373	91316	2.42	93.26
161	2539	88943	2.59	90.84
160	2729	86404	2.79	88.25
159	2893	83675	2.95	85.46
158	2952	80782	3.01	82.51
157	2948	77830	3.01	79.49
156	4012	74882	4.10	76.48
155	4041	70870	4.13	72.38
154	3798	66829	3.88	68.25
153	4864	63031	4.97	64.38
152	3796	58167	3.88	59.41
151	4611	54371	4.71	55.53
150	4388	49760	4.48	50.82
149	3214	45372	3.28	46.34
148	3887	42158	3.97	43.06
147	4286	38271	4.38	39.09
146	2688	33985	2.75	34.71
145	3307	31297	3.38	31.96
144	2435	27990	2.49	28.59
143	3429	25555	3.50	26.10
142	1647	22126	1.68	22.60
141	3087	20479	3.15	20.92
140	1466	17392	1.50	17.76
139	2011	15926	2.05	16.27
138	2265	13915	2.31	14.21
137	1348	11650	1.38	11.90
136	1298	10302	1.33	10.52
135	1750	9004	1.79	9.20
134	1200	7254	1.23	7.41
133	1151	6054	1.18	6.18
132	1053	4903	1.08	5.01
131	940	3850	0.96	3.93
130	785	2910	0.80	2.97
129	664	2125	0.68	2.17
128	485	1461	0.50	1.49
127	348	976	0.36	1.00
126	371	628	0.38	0.64
125	150	257	0.15	0.26
124	58	107	0.06	0.11
123	25	49	0.03	0.05
122	10	24	0.01	0.02
121	4	14	0.00	0.01
120	8	10	0.01	0.01
119	2	2	0.00	0.00

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 26. 1998-99 End-of-Grade Distribution of Scale Scores Grade 4 Mathematics

PRELIMINARY RESULTS

Number of Students with Valid Scores*	98,391	High Score	182
		Low Score	112
Mean	152.2	Achievement Level Ranges	
		Level I	111-131
Standard Deviation	10.3	Level II	132-142
		Level III	143-155
		Level IV	156-182

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
182	6	98391	0.01	100.00
181	28	98385	0.03	99.99
180	30	98357	0.03	99.97
178	82	98327	0.08	99.93
177	138	98245	0.14	99.85
176	157	98107	0.16	99.71
175	162	97950	0.16	99.55
174	441	97788	0.45	99.39
173	258	97347	0.26	98.94
172	622	97089	0.63	98.68
171	733	96467	0.74	98.04
170	920	95734	0.94	97.30
169	429	94814	0.44	96.36
168	1686	94385	1.71	95.93
167	1925	92699	1.96	94.21
166	2140	90774	2.17	92.26
165	1337	88634	1.36	90.08
164	2366	87297	2.40	88.72
163	2401	84931	2.44	86.32
162	2561	82530	2.60	83.88
161	3310	79969	3.36	81.28
160	4384	76659	4.46	77.91
159	2683	72275	2.73	73.46
158	3459	69592	3.52	70.73
157	3391	66133	3.45	67.21
156	3340	62742	3.39	63.77
155	4221	59402	4.29	60.37
154	4069	55181	4.14	56.08
153	3108	51112	3.16	51.95
152	3802	48004	3.86	48.79
151	2935	44202	2.98	44.92
150	4328	41267	4.40	41.94
149	2020	36939	2.05	37.54
148	4043	34919	4.11	35.49
147	3134	30876	3.19	31.38
146	2391	27742	2.43	28.20
145	3580	25351	3.64	25.77
144	1664	21771	1.69	22.13
143	3048	20107	3.10	20.44
142	1431	17059	1.45	17.34
141	2319	15628	2.36	15.88
140	1807	13309	1.84	13.53
139	1189	11502	1.21	11.69
138	1445	10313	1.47	10.48
137	1389	8868	1.41	9.01
136	925	7479	0.94	7.60
135	1212	6554	1.23	6.66
134	1083	5342	1.10	5.43
133	722	4259	0.73	4.33
132	644	3537	0.65	3.59
131	568	2893	0.58	2.94
130	487	2325	0.49	2.36
129	376	1838	0.38	1.87
128	355	1462	0.36	1.49
127	289	1107	0.29	1.13
126	224	818	0.23	0.83
125	203	594	0.21	0.60
124	137	391	0.14	0.40
123	126	254	0.13	0.26
122	43	128	0.04	0.13
Less than 121	85	85	0.09	0.09

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 27. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 5 Reading

PRELIMINARY RESULTS

Number of Students with Valid Scores*	94,801
Mean	154.3
Standard Deviation	8.5

High Score	178
Low Score	126

Achievement Level Ranges

Level I	124-138
Level II	139-148
Level III	149-158
Level IV	159-182

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
178	28	94801	0.03	100.00
176	95	94773	0.10	99.97
175	71	94678	0.07	99.87
173	477	94607	0.50	99.80
171	903	94130	0.95	99.29
169	1376	93227	1.45	98.34
168	1152	91851	1.22	96.89
167	1453	90699	1.53	95.67
166	1614	89246	1.70	94.14
165	2587	87632	2.73	92.44
164	2896	85045	3.05	89.71
163	3001	82149	3.17	86.65
162	4986	79148	5.26	83.49
161	3062	74162	3.23	78.23
160	4114	71100	4.34	75.00
159	3222	66986	3.40	70.66
158	6047	63764	6.38	67.26
157	3000	57717	3.16	60.88
156	5707	54717	6.02	57.72
155	4319	49010	4.56	51.70
154	4142	44691	4.37	47.14
153	3917	40549	4.13	42.77
152	4342	36632	4.58	38.64
151	3415	32290	3.60	34.06
150	3140	28875	3.31	30.46
149	2793	25735	2.95	27.15
148	3344	22942	3.53	24.20
147	2502	19598	2.64	20.67
146	1986	17096	2.09	18.03
145	2174	15110	2.29	15.94
144	1692	12936	1.78	13.65
143	1537	11244	1.62	11.86
142	1196	9707	1.26	10.24
141	1437	8511	1.52	8.98
140	1387	7074	1.46	7.46
139	997	5687	1.05	6.00
138	896	4690	0.95	4.95
137	801	3794	0.84	4.00
136	720	2993	0.76	3.16
135	634	2273	0.67	2.40
134	670	1639	0.71	1.73
133	413	969	0.44	1.02
132	264	556	0.28	0.59
131	186	292	0.20	0.31
130	77	106	0.08	0.11
129	15	29	0.02	0.03
128	3	14	0.00	0.01
127	9	11	0.01	0.01
126	2	2	0.00	0.00

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 28. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics

PRELIMINARY RESULTS

Number of Students with Valid Scores* 95,258

High Score 185

Low Score 123

Mean 159.2

Standard Deviation 10.1

Achievement Level Ranges
Level I 117-140
Level II 141-149
Level III 150-160
Level IV 161-188

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
185	43	95258	0.05	100.00
184	142	95215	0.15	99.95
183	181	95073	0.19	99.81
182	373	94892	0.39	99.62
181	114	94519	0.12	99.22
180	524	94405	0.55	99.10
179	514	93881	0.54	98.55
178	606	93367	0.64	98.01
177	753	92761	0.79	97.38
176	1210	92008	1.27	96.59
175	1349	90798	1.42	95.32
174	950	89449	1.00	93.90
173	1592	88499	1.67	92.90
172	2256	86907	2.37	91.23
171	1801	84651	1.89	88.86
170	2549	82850	2.68	86.97
169	2597	80301	2.73	84.30
168	2601	77704	2.73	81.57
167	3339	75103	3.51	78.84
166	2737	71764	2.87	75.34
165	4032	69027	4.23	72.46
164	3504	64995	3.68	68.23
163	3383	61491	3.55	64.55
162	4134	58108	4.34	61.00
161	3429	53974	3.60	56.66
160	3403	50545	3.57	53.06
159	3384	47142	3.55	49.49
158	4026	43758	4.23	45.94
157	3966	39732	4.16	41.71
156	2575	35766	2.70	37.55
155	3872	33191	4.06	34.84
154	3079	29319	3.23	30.78
153	2317	26240	2.43	27.55
152	3463	23923	3.64	25.11
151	1660	20460	1.74	21.48
150	2073	18800	2.18	19.74
149	2688	16727	2.82	17.56
148	1819	14039	1.91	14.74
147	1325	12220	1.39	12.83
146	1261	10895	1.32	11.44
145	1192	9634	1.25	10.11
144	1510	8442	1.59	8.86
143	1353	6932	1.42	7.28
142	878	5579	0.92	5.86
141	1069	4701	1.12	4.94
140	670	3632	0.70	3.81
139	647	2962	0.68	3.11
138	537	2315	0.56	2.43
137	405	1778	0.43	1.87
136	366	1373	0.38	1.44
135	320	1007	0.34	1.06
134	238	687	0.25	0.72
133	195	449	0.20	0.47
132	98	254	0.10	0.27
131	87	156	0.09	0.16
130	35	69	0.04	0.07
129	16	34	0.02	0.04
128	7	18	0.01	0.02
127	1	11	0.00	0.01
126	3	10	0.00	0.01
Less than 125	7	7	0.01	0.01

Notes *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 29. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 6 Reading

PRELIMINARY RESULTS

Number of Students with Valid Scores* 93,607

High Score 183

Low Score 124

Mean 156.7

Standard Deviation 9.3

Achievement Level Ranges

Level I	124-140
Level II	141-151
Level III	152-161
Level IV	162-183

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
183	15	93607	0.02	100.00
180	131	93592	0.14	99.98
178	148	93461	0.16	99.84
177	232	93313	0.25	99.69
176	273	93081	0.29	99.44
175	259	92808	0.28	99.15
174	691	92549	0.74	98.87
173	918	91858	0.98	98.13
172	435	90940	0.46	97.15
171	1842	90505	1.97	96.69
170	1420	88663	1.52	94.72
169	2357	87243	2.52	93.20
168	2722	84886	2.91	90.68
167	1790	82164	1.91	87.78
166	3049	80374	3.26	85.86
165	4149	77325	4.43	82.61
164	3044	73176	3.25	78.17
163	3104	70132	3.32	74.92
162	4023	67028	4.30	71.61
161	3970	63005	4.24	67.31
160	4632	59035	4.95	63.07
159	4393	54403	4.69	58.12
158	2583	50010	2.76	53.43
157	4940	47427	5.28	50.67
156	3839	42487	4.10	45.39
155	3537	38648	3.78	41.29
154	3521	35111	3.76	37.51
153	3266	31590	3.49	33.75
152	2437	28324	2.60	30.26
151	3508	25887	3.75	27.65
150	2155	22379	2.30	23.91
149	1997	20224	2.13	21.61
148	2558	18227	2.73	19.47
147	1865	15669	1.99	16.74
146	1338	13804	1.43	14.75
145	1327	12466	1.42	13.32
144	1745	11139	1.86	11.90
143	1468	9394	1.57	10.04
142	1072	7926	1.15	8.47
141	1361	6854	1.45	7.32
140	902	5493	0.96	5.87
139	867	4591	0.93	4.90
138	805	3724	0.86	3.98
137	714	2919	0.76	3.12
136	674	2205	0.72	2.36
135	432	1531	0.46	1.64
134	379	1099	0.40	1.17
133	297	720	0.32	0.77
132	160	423	0.17	0.45
131	100	263	0.11	0.28
130	70	163	0.07	0.17
129	66	93	0.07	0.10
128	12	27	0.01	0.03
127	9	15	0.01	0.02
126	2	6	0.00	0.01
124	4	4	0.00	0.00

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 30. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

PRELIMINARY RESULTS

Number of Students with Valid Scores* 93,842

High Score 196

Low Score 130

Mean 164.8

Standard Deviation 10.9

Achievement Level Ranges

Level I	130-145
Level II	146-154
Level III	155-167
Level IV	168-196

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
196	5	93842	0.01	100.00
195	23	93837	0.02	99.99
193	49	93814	0.05	99.97
192	39	93765	0.04	99.92
191	176	93726	0.19	99.88
190	87	93550	0.09	99.69
189	222	93463	0.24	99.60
188	480	93241	0.51	99.36
187	405	92761	0.43	98.85
186	406	92356	0.43	98.42
185	847	91950	0.90	97.98
184	963	91103	1.03	97.08
183	1017	90140	1.08	96.06
182	1111	89123	1.18	94.97
181	1207	88012	1.29	93.79
180	1270	86805	1.35	92.50
179	1406	85535	1.50	91.15
178	2369	84129	2.52	89.65
177	1897	81760	2.02	87.13
176	1964	79863	2.09	85.10
175	2713	77899	2.89	83.01
174	3305	75186	3.52	80.12
173	1672	71881	1.78	76.60
172	3332	70209	3.55	74.82
171	2807	66877	2.99	71.27
170	2936	64070	3.13	68.27
169	2437	61134	2.60	65.15
168	3615	58697	3.85	62.55
167	3130	55082	3.34	58.70
166	3193	51952	3.40	55.36
165	3927	48759	4.18	51.96
164	3376	44832	3.60	47.77
163	2718	41456	2.90	44.18
162	3324	38738	3.54	41.28
161	1955	35414	2.08	37.74
160	4021	33459	4.28	35.65
159	2009	29438	2.14	31.37
158	2638	27429	2.81	29.23
157	2496	24791	2.66	26.42
156	2658	22295	2.83	23.76
155	1904	19637	2.03	20.93
154	1866	17733	1.99	18.90
153	2323	15867	2.48	16.91
152	1644	13544	1.75	14.43
151	1602	11900	1.71	12.68
150	1591	10298	1.70	10.97
149	1485	8707	1.58	9.28
148	1253	7222	1.34	7.70
147	882	5969	0.94	6.36
146	1056	5087	1.13	5.42
145	999	4031	1.06	4.30
144	790	3032	0.84	3.23
143	662	2242	0.71	2.39
142	630	1580	0.67	1.68
141	416	950	0.44	1.01
140	201	534	0.21	0.57
139	125	333	0.13	0.35
138	97	208	0.10	0.22
137	56	111	0.06	0.12
136	23	55	0.02	0.06
135	14	32	0.01	0.03
Less than 134	18	18	0.02	0.02

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 31. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 7 Reading

Number of Students with Valid Scores*	91,871	High Score	183
		Low Score	129
Mean	159.9		
Standard Deviation	8.2		

Achievement Level Ranges

Level I	126-144
Level II	145-154
Level III	155-163
Level IV	164-183

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
183	13	91871	0.01	100.00
181	107	91858	0.12	99.99
179	76	91751	0.08	99.87
178	260	91675	0.28	99.79
176	731	91415	0.80	99.50
175	414	90684	0.45	98.71
174	897	90270	0.98	98.26
173	1074	89373	1.17	97.28
172	1285	88299	1.40	96.11
171	2296	87014	2.50	94.71
170	2704	84718	2.94	92.21
169	2912	82014	3.17	89.27
168	3165	79102	3.45	86.10
167	3379	75937	3.68	82.66
166	4473	72558	4.87	78.98
165	4445	68085	4.84	74.11
164	4294	63640	4.67	69.27
163	5200	59346	5.66	64.60
162	4944	54146	5.38	58.94
161	5363	49202	5.84	53.56
160	4093	43839	4.46	47.72
159	4586	39746	4.99	43.26
158	3386	35160	3.69	38.27
157	3986	31774	4.34	34.59
156	3552	27788	3.87	30.25
155	2733	24236	2.97	26.38
154	3137	21503	3.41	23.41
153	1916	18366	2.09	19.99
152	2256	16450	2.46	17.91
151	1965	14194	2.14	15.45
150	1626	12229	1.77	13.31
149	1115	10603	1.21	11.54
148	1308	9488	1.42	10.33
147	1276	8180	1.39	8.90
146	935	6904	1.02	7.51
145	1162	5969	1.26	6.50
144	812	4807	0.88	5.23
143	731	3995	0.80	4.35
142	678	3264	0.74	3.55
141	587	2586	0.64	2.81
140	742	1999	0.81	2.18
139	361	1257	0.39	1.37
138	279	896	0.30	0.98
137	343	617	0.37	0.67
136	109	274	0.12	0.30
135	96	165	0.10	0.18
134	22	69	0.02	0.08
133	22	47	0.02	0.05
132	12	25	0.01	0.03
131	3	13	0.00	0.01
130	2	10	0.00	0.01
129	8	8	0.01	0.01

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 32. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics

PRELIMINARY RESULTS

Number of Students with Valid Scores* 92,001

High Score 203

Low Score 134

Mean 170.8

Standard Deviation 10.6

Achievement Level Ranges

Level I	134-151
Level II	152-160
Level III	161-172
Level IV	173-203

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
203	3	92001	0.00	100.00
201	28	91998	0.03	100.00
199	14	91970	0.02	99.97
198	135	91956	0.15	99.95
197	84	91821	0.09	99.80
196	184	91737	0.20	99.71
195	259	91553	0.28	99.51
194	125	91294	0.14	99.23
193	503	91169	0.55	99.10
192	453	90666	0.49	98.55
191	449	90213	0.49	98.06
190	844	89764	0.92	97.57
189	904	88920	0.98	96.65
188	1067	88016	1.16	95.67
187	1090	86949	1.18	94.51
186	1292	85859	1.40	93.32
185	2089	84567	2.27	91.92
184	1784	82478	1.94	89.65
183	1708	80694	1.86	87.71
182	2179	78986	2.37	85.85
181	1966	76807	2.14	83.48
180	2403	74841	2.61	81.35
179	3043	72438	3.31	78.74
178	2582	69395	2.81	75.43
177	3204	66813	3.48	72.62
176	2804	63609	3.05	69.14
175	3487	60805	3.79	66.09
174	3623	57318	3.94	62.30
173	3131	53695	3.40	58.36
172	3135	50564	3.41	54.96
171	3239	47429	3.52	51.55
170	3420	44190	3.72	48.03
169	2667	40770	2.90	44.31
168	4197	38103	4.56	41.42
167	2077	33906	2.26	36.85
166	3448	31829	3.75	34.60
165	2854	28381	3.10	30.85
164	2747	25527	2.99	27.75
163	2763	22780	3.00	24.76
162	1953	20017	2.12	21.76
161	1919	18064	2.09	19.63
160	1913	16145	2.08	17.55
159	1741	14232	1.89	15.47
158	1700	12491	1.85	13.58
157	1622	10791	1.76	11.73
156	1068	9169	1.16	9.97
155	982	8101	1.07	8.81
154	1275	7119	1.39	7.74
153	1166	5844	1.27	6.35
152	1045	4678	1.14	5.08
151	878	3633	0.95	3.95
150	781	2755	0.85	2.99
149	569	1974	0.62	2.15
148	457	1405	0.50	1.53
147	304	948	0.33	1.03
146	273	644	0.30	0.70
145	135	371	0.15	0.40
144	139	236	0.15	0.26
143	38	97	0.04	0.11
142	25	59	0.03	0.06
Less than 141	34	34	0.04	0.04

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 33. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 8 Reading

PRELIMINARY RESULTS

Number of Students with Valid Scores* 90,330

High Score 187

Low Score 132

Mean 162.3

Standard Deviation 8.4

Achievement Level Ranges

Level I	132-144
Level II	145-155
Level III	156-165
Level IV	166-187

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
187	2	90330	0.00	100.00
186	12	90328	0.01	100.00
185	3	90316	0.00	99.98
184	44	90313	0.05	99.98
183	22	90269	0.02	99.93
182	202	90247	0.22	99.91
181	155	90045	0.17	99.68
180	280	89890	0.31	99.51
179	217	89610	0.24	99.20
178	527	89393	0.58	98.96
177	1114	88866	1.23	98.38
176	434	87752	0.48	97.15
175	1585	87318	1.75	96.67
174	2029	85733	2.25	94.91
173	2369	83704	2.62	92.66
172	2643	81335	2.93	90.04
171	2781	78692	3.08	87.12
170	2969	75911	3.29	84.04
169	3173	72942	3.51	80.75
168	5341	69769	5.91	77.24
167	4256	64428	4.71	71.33
166	3086	60172	3.42	66.61
165	5222	57086	5.78	63.20
164	4931	51864	5.46	57.42
163	4534	46933	5.02	51.96
162	3542	42399	3.92	46.94
161	4884	38857	5.41	43.02
160	3675	33973	4.07	37.61
159	3408	30298	3.77	33.54
158	3233	26890	3.58	29.77
157	2973	23657	3.29	26.19
156	2561	20684	2.84	22.90
155	2877	18123	3.18	20.06
154	1353	15246	1.50	16.88
153	2430	13893	2.69	15.38
152	1130	11463	1.25	12.69
151	1083	10333	1.20	11.44
150	1972	9250	2.18	10.24
149	805	7278	0.89	8.06
148	830	6473	0.92	7.17
147	815	5643	0.90	6.25
146	793	4828	0.88	5.34
145	1153	4035	1.28	4.47
144	814	2882	0.90	3.19
143	506	2068	0.56	2.29
142	408	1562	0.45	1.73
141	355	1154	0.39	1.28
140	445	799	0.49	0.88
139	144	354	0.16	0.39
138	121	210	0.13	0.23
137	36	89	0.04	0.10
136	24	53	0.03	0.06
135	9	29	0.01	0.03
134	4	20	0.00	0.02
133	14	16	0.02	0.02
132	2	2	0.00	0.00

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 34. 1998-99 End-of-Grade Distribution of Scale Scores Grade 8 Mathematics

PRELIMINARY RESULTS

Number of Students with Valid Scores*	90,396	High Score	208
		Low Score	138
Mean	174.1		
Standard Deviation	12.0		

Achievement Level Ranges

Level I	137-154
Level II	155-164
Level III	165-177
Level IV	178-208

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
208	26	90396	0.03	100.00
207	35	90370	0.04	99.97
206	47	90335	0.05	99.93
205	75	90288	0.08	99.88
204	79	90213	0.09	99.80
203	87	90134	0.10	99.71
202	191	90047	0.21	99.61
201	244	89856	0.27	99.40
200	116	89612	0.13	99.13
199	484	89496	0.54	99.00
198	362	89012	0.40	98.47
197	667	88650	0.74	98.07
196	769	87983	0.85	97.33
195	849	87214	0.94	96.48
194	918	86365	1.02	95.54
193	999	85447	1.11	94.53
192	1095	84448	1.21	93.42
191	1133	83353	1.25	92.21
190	1229	82220	1.36	90.96
189	1695	80991	1.88	89.60
188	2147	79296	2.38	87.72
187	1282	77149	1.42	85.35
186	2814	75867	3.11	83.93
185	1437	73053	1.59	80.81
184	1971	71616	2.18	79.22
183	2640	69645	2.92	77.04
182	2144	67005	2.37	74.12
181	2802	64861	3.10	71.75
180	2184	62059	2.42	68.65
179	3585	59875	3.97	66.24
178	1749	56290	1.93	62.27
177	3019	54541	3.34	60.34
176	2507	51522	2.77	57.00
175	2469	49015	2.73	54.22
174	3292	46546	3.64	51.49
173	2585	43254	2.86	47.85
172	2728	40669	3.02	44.99
171	3406	37941	3.77	41.97
170	2070	34535	2.29	38.20
169	2172	32465	2.40	35.91
168	3397	30293	3.76	33.51
167	2743	26896	3.03	29.75
166	1975	24153	2.18	26.72
165	1913	22178	2.12	24.53
164	2063	20265	2.28	22.42
163	1779	18202	1.97	20.14
162	1817	16423	2.01	18.17
161	1836	14606	2.03	16.16
160	1698	12770	1.88	14.13
159	1632	11072	1.81	12.25
158	503	9440	0.56	10.44
157	1485	8937	1.64	9.89
156	1374	7452	1.52	8.24
155	1173	6078	1.30	6.72
154	787	4905	0.87	5.43
153	981	4118	1.09	4.56
152	850	3137	0.94	3.47
151	694	2287	0.77	2.53
150	521	1593	0.58	1.76
149	371	1072	0.41	1.19
Less than 148	701	701	0.78	0.78

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 3, 1999 are not included in this table.

Table 35. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score'	1999 LEA Performance
	152.3	Chapel Hill-Carrboro City
	...	
	150.7	Elkin City
	...	
	149.9	Watauga
	...	
	149.3	Arapahoe**, Mitchell
	149.1	Dare, Macon, Swain
	148.9	Henderson
	148.7	Cherokee, Tiller School**, Wake
	148.5	Avery, Buncombe, Transylvania
	148.3	Ashe, Beaufort, Cabarrus, Mount Airy City, Union
	148.1	Currituck, East Wake Academy**, Polk, Sterling Montessori**, Wilkes, Yancey
	147.9	Burke, Gates, Johnston, New Hanover
	147.7	Kings Mountain City
	147.5	Clay, Haywood, Lincoln Charter**, Onslow, Orange, Orange Co. Charter**, Pamlico
	147.3	Asheboro City, Craven, Davidson, Moore
	147.1	Clinton City, Francine Delany**, Wilson, Yadkin
	146.9	Brunswick, Carteret, Davie, Newton Conover City, Roanoke Rapids City, Summit Charter**
	146.7	Caldwell, Camden, Catawba, Charlotte/Mecklenburg, Jones
1999 State	146.5	Nash-Rocky Mount, Person, Richmond, Stanly
	146.3	Alexander, Alleghany, Asheville City, Cleveland, Lenoir, Madison, McDowell, Randolph, Wayne
	146.1	Chatham, Cumberland, Guilford, Harnett, Rutherford, Winston-Salem/Forsyth
	145.9	Hickory City, Lincoln, Rowan-Salisbury
1998 State	145.7	Jackson, Kannapolis City, Lexington City, Mooresville City
	145.5	Caswell, Granville, Iredell-Statesville, Whiteville City
	145.3	Durham, Gaston, Pitt, Rockingham, Sampson, Shelby City, Surry
	145.1	Graham, Halifax, Lee, Pender, Village Charter**
	144.9	Alamance-Burlington, Franklin Academy**, Stokes
	144.7	Duplin, Franklin, Tyrrell
	144.5	Hyde
	144.3	Hoke
1997 State	144.1	Elizabeth City/Pasquotank, Greene, Perquimans, Scotland, The Learning Center**
1996 State	143.9	
	143.7	Warren
1995 State	143.5	Thomasville City
	143.3	Robeson
	143.1	American Renaissance**, Martin, Montgomery
1994 State	142.9	Columbus
1993 State	142.7	Edgecombe, Sparc Academy**
	142.5	Bladen, Bridges**, Children's Village Academy**, Vance, Washington
	142.3	Northampton
	142.1	Anson
	141.9	Hertford
	141.7	Phase Academy**
	...	
	141.3	Edenton/Chowan
	141.1	Harnett Early Childhood**
	140.9	Bertie, Charter Public**, River Mill Charter**
	140.7	Brevard Academy**, Community Charter**
	...	
	140.1	Chatham Charter**, Weldon City
	...	
	139.3	Healthy Start**, Turning Point**
	...	
	138.9	Englemann**, S.B. Howard**
	...	
	137.9	C.G. Woodson**, Dillard Academy**, UCAN**
	137.5	Bright Horizons**
	...	
	135.5	Maureen Joy**
	...	
	133.3	Carter Community**
	...	
	129.9	East Winston Primary**
	*	ABCS**

otes: 'Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 36. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score*	1999 LEA Performance
	149.0	Chapel Hill-Carrboro City
	...	
	148.0	Macon
	147.5	East Wake Academy**, Swain
	147.0	Cherokee, Elkin City, Mount Airy City, Watauga
	146.5	Ashe, Dare, Mitchell
	146.0	Beaufort, Polk, Wilkes
	145.5	Arapahoe**, Avery, Cabarrus, Henderson, New Hanover, Roanoke Rapids City, Wake, Yancey
	145.0	Buncombe, Clay, Davidson, Johnston, Summit Charter**, The Learning Center**, Transylvania, UCAN**, Union
	144.5	Asheboro City, Carteret, Currituck, Davie, Kings Mountain City, Moore, Orange, Pamlico
	144.0	Brunswick, Burke, Clinton City, Haywood, Madison, Onslow, Randolph, Stanly, Tiller School**
	143.5	Camden, Cleveland, Harnett, Jackson, Orange Co. Charter**, Rutherford, Surry, Wilson
1997, **1999 State**	143.0	Alleghany, Catawba, Charlotte/Mecklenburg, Craven, Hyde, Jones, Lexington City, Lincoln, McDowell, Nash-Rocky Mount, Newton Conover City, Richmond, Wayne, Yadkin
1998 State	142.5	Alamance-Burlington, Asheville City, Caldwell, Chatham Charter**, Cumberland, Gaston, Gates, Graham, Guilford, Kannapolis City, Person, Shelby City, Stokes
1996 State	142.0	Alexander, Chatham, Children's Village Academy**, Franklin Academy**, Franklin, Hickory City, Lenoir, Mooresville City, Pender, Rowan-Salisbury, Sampson, Tyrrell
1995 State	141.5	Caswell, Duplin, Granville, Halifax, Iredell-Statesville, Pitt, Rockingham, Scotland, Winston-Salem/Forsyth
	141.0	Durham, Hoke, Lee, Lincoln Charter**, Warren
	140.5	Columbus, Elizabeth City/Pasquotank, Greene, Robeson
1993, 1994 State	140.0	Martin, Montgomery, Perquimans
	...	
	139.5	Anson, Bridges**, Francine Delany**, Northampton, Sterling Montessori**, Thomasville City, Whiteville City
	138.5	Bladen, Edgecombe, Vance
	...	
	137.5	Bertie, Village Charter**, Washington
	...	
	136.5	Community Charter**, Hertford, Weldon City
	...	
	135.5	C.G. Woodson**, Edenton/Chowan, Turning Point**
	...	
	134.0	Bright Horizons**
	133.5	Brevard Academy**, Harnett Early Childhood**, Healthy Start**, Phase Academy**, Sparc Academy**
	133.0	Dillard Academy**
	132.5	Charter Public**, S.B. Howard**
	...	
	131.0	River Mill Charter**
	...	
	130.0	American Renaissance**
	129.5	Englemann**
	129.0	Maureen Joy**
	...	
	123.0	East Winston Primary**
	...	
	121.5	Carter Community**
	•	ABCS**

Notes: *Scale scores are rounded up to the nearest five-tenths of a point. •Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after July 16, 1999 are not included in this table.

Table 37. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score'	1999 LEA Performance
	158.5	Magellan**
	...	
	155.7	Tiller School**
	155.5	Chapel Hill-Carrboro City
	...	
	153.9	Transylvania
	...	
	153.5	Brevard Academy**
	153.3	Elkin City
	...	
	152.7	Village Charter**, Watauga
	...	
	152.3	Dare, Macon, Wake
	152.1	Buncombe, Cabarrus
	151.9	Avery, Davie, East Wake Academy**, Haywood, Polk
	151.7	Cherokee, Clay
	151.5	Henderson, Sterling Montessori**, Tyrrell, Wilson
	151.3	Johnston
	151.1	Craven, Currituck, Kings Mountain City
	150.9	Ashe, Orange Co. Charter**, Pamlico, Stanly, Whiteville City, Wilkes, Yancey
	150.7	American Renaissance**, New Hanover, Swain
	150.5	Burke, Davidson, Madison, Mount Airy City, Union
	150.3	Carteret, Jackson, Onslow, Winston-Salem/Forsyth
	150.1	Caldwell, Graham, McDowell, Orange
	149.9	Alexander, Lincoln Charter**, Moore, Roanoke Rapids City, Surry, Wayne
	149.7	Yadkin
1999 State	149.5	Arapahoe**, Camden, Catawba, Duplin, Mitchell, Mooresville City, Pender, Person, Rutherford
1998 State	149.3	Charlotte/Mecklenburg, Chatham, Gates, Kannapolis City, Randolph
	149.1	Guilford, Iredell-Statesville, Nash-Rocky Mount
	148.9	Alleghany, Cumberland, Jones, Rowan-Salisbury
1996 State	148.7	Brunswick, Cleveland, Clinton City, Francine Delany**, Gaston, Granville, Lenoir
1997 State	148.5	Franklin, Lincoln, Rockingham, Summit Charter**
	148.3	Alamance-Burlington, Hickory City
	148.1	ABCS**, Asheboro City, Asheville City, Harnett, Pitt, Stokes, The Learning Center**
1994 State	147.9	Beaufort, Durham, Richmond
1995 State	147.7	Greene, Lee, Newton Conover City, S.B. Howard**, Sampson
	147.5	Elizabeth City/Pasquotank, Halifax, Perquimans
	147.3	Lexington City
1993 State	147.1	Columbus, Shelby City
	146.9	Hoke, River Mill Charter**
	146.7	Edgecombe, Thomasville City
	146.5	Franklin Academy**
	146.3	Northampton, Scotland, Warren
	146.1	Bladen, Montgomery
	145.9	Charter Public**
	145.7	Bridges**, Caswell, Edenton/Chowan, Robeson
	145.5	Martin
	145.3	Vance
	145.1	Anson, Hyde
	144.9	UCAN**
	144.7	Children's Village Academy**, Hertford
	...	
	143.9	Bertie, Bright Horizons**, Chatham Charter**
	...	
	143.5	Washington
	...	
	143.1	Turning Point**, Weldon City
	...	
	142.7	Community Charter**
	...	
	141.7	Phase Academy**
	...	
	141.3	Englemann**
	...	
	139.3	Sparc Academy**
	...	
	138.7	Maureen Joy**
	...	
	138.3	C.G. Woodson**
	...	
	136.3	Carter Community**
	*	Grandfather Academy**

otes: 'Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix. Data received from LEAs after July 16, 1999 are not included in this table.

Table 38. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score'	1999 LEA Performance
	161.0	Magellan**
	....	
	158.5	Chapel Hill-Carrboro City
	158.0	Brevard Academy**, Transylvania
	157.5	Arapahoe**
	....	
	156.5	Clay
	156.0	Cherokee, Kings Mountain City, Macon, Polk, Watauga
	155.5	Avery, Cabarrus, Davie
	155.0	Alleghany, Buncombe, Currituck, Dare, Elkin City, Henderson, Pamlico, Wake, Wilkes, Yancey
	154.5	Ashe, Davidson, Jackson, Johnston, Tiller School**, Wilson
	154.0	Burke, Camden, Duplin, East Wake Academy**, Haywood, Madison, New Hanover, Roanoke Rapids City, Rutherford, Tyrrell, Village Charter**, Whiteville City
	153.5	Carteret, Craven, Jones, Moore, Mount Airy City, Rowan-Salisbury, Swain, The Learning Center**, Union
	153.0	Alexander, Caldwell, Graham, Kannapolis City, Lincoln, McDowell, Mitchell, Onslow, Orange, Stanly, Surry, Yadkin
1999 State	152.5	Alamance-Burlington, Catawba, Chatham, Cleveland, Nash-Rocky Mount, Pender, Person, Randolph, Winston-Salem/Forsyth
	152.0	Cumberland, Hickory City, Orange Co. Charter**, Wayne
1998 State	151.5	Beaufort, Brunswick, Charlotte/Mecklenburg, Children's Village Academy**, Franklin, Gaston, Gates, Granville, Guilford, Iredell-Statesville, Mooresville City, Newton-Conover City, Stokes
	151.0	Asheboro City, Clinton City, Halifax, Harnett, Lenoir, Lexington City
	150.5	Columbus, Pitt, Rockingham, Sampson
	150.0	Anson, Durham, Elizabeth City/Pasquotank, Greene, Hoke, Lee, Montgomery, Richmond, Scotland
1997 State	149.5	Asheville City, Northampton, Perquimans, Shelby City
	149.0	Edgecombe, Lincoln Charter**, Robeson, Summit Charter**
1996 State	148.5	Bertie, Bladen, Caswell, Hyde, S.B. Howard**, Vance, Warren
1995 State	148.0	Edenton/Chowan, Francine Delany**, Franklin Academy**
1994 State	147.5	ABCS**, Chatham Charter**
	147.0	Thomasville City
1993 State	146.5	Bright Horizons**, Hertford, Martin, Weldon City
	....	
	145.5	Washington
	145.0	River Mill Charter**
	144.5	Bridges**, Sterling Montessori**
	....	
	143.5	American Renaissance**, Turning Point**
	....	
	141.5	Maureen Joy**, Phase Academy**, UCAN**
	141.0	Charter Public**
	140.5	C.G. Woodson**
	....	
	139.5	Community Charter**
	139.0	Englemann**
	....	
	135.5	Sparc Academy**
	....	
	134.5	Carter Community**
	*	Grandfather Academy**

BEST COPY AVAILABLE

Notes: 'Scale scores are rounded up to the nearest five-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after July 16, 1999 are not included in this table.

Table 39. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score'	1999 LEA Performance
	160.9	Magellan**, Sterling Montessori**
	160.5	Chapel Hill-Carrboro City
	158.7	Lincoln Charter**, Transylvania
	158.1	Camden
	157.9	Brevard Academy**
	157.7	Lake Norman**
	157.3	Clay, Village Charter**
	157.1	Wake, Watauga
	156.9	Cherokee
	156.5	Avery, Whiteville City
	156.3	Buncombe, Mount Airy City
	156.1	MAST**, Orange Co. Charter**
	155.9	Ashe, Cabarrus, Dare, Davie, Madison, Orange, Person, Yancey
	155.7	American Renaissance**, Haywood, Henderson, Johnston, New Hanover, Polk, Swain
	155.5	Macon, Mooresville City, Stanly, Surry, Union, Wilkes
	155.3	Alleghany, Franklin Academy**, Jones, Onslow, Summit Charter**
	155.1	Chatham, Davidson, Elkin City, Newton Conover City, Winston-Salem Forsyth
	154.9	Asheboro City, Asheville City, Burke, Craven, Currituck, Jackson
	154.7	Caldwell, Gates, McDowell, Pamlico
	154.5	Alexander, Carteret, Cumberland, East Wake Academy**, Guilford
1998, 1999 State	154.3	Lenoir, Mitchell
	154.1	Hickory City, Kings Mountain City, Rowan-Salisbury, Wilson, Yadkin
	153.9	Charlotte/Mecklenburg, Clinton City, Duplin, Halifax, Lee, Randolph, Rockingham, Rutherford, Wayne
	153.7	Catawba, Durham, Pender
	153.5	Arapahoe**, Brunswick, Chatham Charter**, Nash-Rocky Mount, Pitt, Roanoke Rapids City, Sampson, Stokes, Tiller School**
	153.3	Alamance-Burlington, Gaston, Greene, Harnett, Moore
1997 State	153.1	Beaufort, Iredell-Statesville, Kannapolis City, Lincoln
	152.9	Franklin, Graham
	152.7	Hyde, Richmond
1995 State	152.5	Shelby City, Warren
	152.3	Cleveland, Francine Delany**, Hoke
1996 State	152.1	Caswell
	151.9	Bladen, Columbus, Elizabeth City/Pasquotank, Granville, Martin, Perquimans, River Mill Charter**, Scotland
1994 State	151.7	Charter Public**, Englemann**, Lexington City, Phase Academy**
1993 State	151.5	Edenton/Chowan
	151.3	Montgomery
	151.1	Northampton
	150.7	Tyrrell
	150.5	Vance
	150.3	Anson, Thomasville City
	149.7	Hertford
	149.3	Edgecombe, Robeson, Washington
	149.1	ABCS**
	148.9	Bertie
	148.5	Weldon City
	148.3	The Learning Center**
	148.1	S.B. Howard**
	147.9	Community Charter**
	147.5	Bright Horizons**
	147.3	C.G. Woodson**
	146.7	UCAN**
	145.9	Sparc Academy**
	144.9	Turning Point**
	*	Bridges**, Carter Community**, Grandfather Academy**

BEST COPY AVAILABLE

otes: 'Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix. Data received from LEAs after July 16, 1999 are not included in this table.

Table 40. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score*	1999 LEA Performance
	170.5	Magellan**
	...	
	166.5	Chapel Hill-Carrboro City
	166.0	Sterling Montessori**
	...	
	165.0	Transylvania
	...	
	164.5	Arapahoe**, Mount Airy City
	163.5	Watauga
	163.0	Alleghany, Ashe, Lake Norman**, Whiteville City
	162.5	Avery, Chatham Charter**, Clay, Kings Mountain City, Lincoln Charter**, Madison
	162.0	Cherokee, Davie, Macon, Surry, Tiller School**, Wake
	161.5	Buncombe, New Hanover, Newton Conover City, Polk, Village Charter**, Wilkes
	161.0	Cabarrus, Davidson, Haywood, Orange, Stanly, Swain, Union, Yancey
	160.5	Brevard Academy**, Burke, Caldwell, Camden, Dare, Henderson, Johnston, Lincoln, Pamlico, Rutherford
	160.0	Carteret, Currituck, Halifax, Jackson, Lee, McDowell, Mooresville City, Onslow, Person, Rowan-Salisbury, Winston-Salem/Forsyth
1999 State	159.5	Catawba, Chatham, Craven, Duplin, Lenoir, Orange Co Charter**, Randolph, Roanoke Rapids City, Shelby City, Summit Charter**
	159.0	Alamance-Burlington, Alexander, Asheboro City, Cleveland, Clinton City, Cumberland, Franklin Academy**, Gaston, Hickory City, Jones, Nash-Rocky Mount, Pender, Wilson
	158.5	Asheville City, Beaufort, Brunswick, Charlotte/Mecklenburg, Franklin, Gates, Graham, Guilford, Pitt, Sampson, Stokes, Wayne, Yadkin
	158.0	Elkin City, Harnett, Iredell-Statesville, Kannapolis City, Moore, Rockingham
1998 State	157.5	Durham, Elizabeth City/Pasquotank, Greene, Hyde, Lexington City, Montgomery, Northampton, Richmond
	157.0	Caswell, Columbus, East Wake Academy**, Mitchell, Scotland, The Learning Center**, Warren
1997 State	156.5	Anson, Hoke
	156.0	Bladen, Edenton/Chowan, Francine Delany**, Perquimans, Vance, Weldon City
1996 State	155.5	Granville
	155.0	Bertie, Martin
1995 State	154.5	River Mill Charter**, Robeson
	154.0	Edgecombe, Hertford, MAST**, Thomasville City, Tyrrell
1994 State	153.5	
	...	
1993 State	152.5	Phase Academy**, Washington
	...	
	150.5	S.B. Howard**
	150.0	Community Charter**
	149.5	American Renaissance**, C.G. Woodson**, Englemann**
	149.0	Charter Public**, UCAN**
	...	
	147.5	ABCS**
	...	
	146.0	Turning Point**
	145.5	Bright Horizons**
	145.0	Sparc Academy**
	*	Bridges**, Carter Community**, Grandfather Academy**

Notes: *Scale scores are rounded up to the nearest five-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after July 16, 1999 are not included in this table.

9

Table 41. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score	1999 LEA Performance
	166.3	Exploris**
	165.5	Magellan**
	162.9	Chapel Hill-Carrboro City, Sterling Montessori**
	162.3	Orange Co. Charter**
	161.9	Francine Delany**
	161.1	Elkin City, Transylvania
	160.9	Arapahoe**
	160.7	Watauga
	160.1	Brevard Academy**, Yancey
	159.7	Camden, Cherokee
	159.5	Wake
	159.1	Alleghany, Henderson, Kestrel Heights**, McDowell, Mount Airy City, Polk, Swain
	158.9	Summit Charter**, Tiller School**
	158.7	Buncombe, Jackson, Lincoln Charter**, New Hanover
	158.5	Cabarrus, Dare, Stanly, Union
	158.3	Downtown Middle**, Wilkes
	158.1	Alexander, Catawba, Craven, East Wake Academy**, Graham, Lake Norman**, Orange, Surry
	157.9	Currituck, Davidson, Johnston, Mitchell, River Mill Charter**, Village Charter**
	157.7	Avery, Burke, Chatham, Clay, Moore, Richmond
	157.5	Ashe, Carteret, Gates, Haywood, MAST**, Macon, Mooresville City
	157.3	Madison, Onslow, Whiteville City
	157.1	Guilford, Kings Mountain City, Newton Conover City, Pamlico, The Learning Center**, Winston-Salem/Forsyth
	156.9	Asheville City, Duplin
1999 State	156.7	
	156.5	Asheboro City, Caldwell, Cumberland, Davie, Pitt, Randolph, Rutherford, Yadkin
	156.3	Lee, Pender
	156.1	ABCS**, Beaufort, Brunswick, Granville, Harnett, Iredell-Statesville, Lenoir, Wayne
1998 State	155.9	Clinton City, Hickory City, Lincoln, Roanoke Rapids City, Wilson
1997 State	155.7	Alamance-Burlington, Charlotte/Mecklenburg, Durham, Gaston, Halifax
	155.5	Person, Rockingham, Stokes
1996 State	155.3	Perquimans, Rowan-Salisbury
	155.1	Caswell, Cleveland, Hoke, Nash-Rocky Mount, Scotland
	154.9	Jones, Sampson
	154.7	Edenton/Chowan
994, 1995 State	154.5	Chatham Charter**, Columbus, Elizabeth City/Pasquotank, Franklin, Northampton, Vance
	154.3	Greene, Montgomery, Tyrrell, Woods Charter**
1993 State	154.1	Kannapolis City
	153.9	Bladen, Hyde, Shelby City, Warren
	153.7	Thomasville City
	153.5	Lexington City, Martin
	153.3	Charter Public**
	152.5	Edgecombe, Robeson
	152.3	Quality Education**, Washington
	152.1	Bertie
	151.5	Anson, Imani Institute**, Phase Academy**
	151.3	Hertford, Weldon City
	151.1	Bright Horizons**, Sparc Academy**
	150.5	C.G. Woodson**
	149.5	Bridges**
	149.1	Sankore School**
	148.7	CIS Academy**
	148.3	Englemann**, S.B. Howard**
	148.1	Carter Community**
	145.5	UCAN**
	144.7	Lift Academy**
	*	Grandfather Academy**, Kennedy Charter**, Lakeside School**, Right Step**

BEST COPY AVAILABLE

otes: Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after July 16, 1999 are not included in this table.

Table 42. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score*	1999 LEA Performance
	175.5	Magellan**
	....	
	174.0	Brevard Academy**, Exploris**
	....	
	173.0	Arapahoe**
	....	
	172.0	Orange Co. Charter**
	171.5	Chapel Hill-Carrboro City, Kestrel Heights**
	171.0	Transylvania
	170.5	Tiller School**, Watauga
	....	
	169.5	Graham, Pamlico
	169.0	Francine Delany**, Mount Airy City, Surry
	168.5	Buncombe, Kings Mountain City, Swain
	168.0	Alleghany, Ashe, Haywood, Henderson, McDowell, Newton Conover City, Yancey
	167.5	Avery, Cabarrus, Cleveland, Currituck, Dare, Union, Wake
	167.0	Catawba, Lincoln Charter**, New Hanover, Polk, Stanly, The Learning Center**, Wilkes
	166.5	Burke, Camden, Cherokee, Jackson, Johnston, Lake Norman**, Lee, Lenoir
	166.0	Alexander, Brunswick, Caldwell, Davidson, Elkin City, Gaston, Madison, Mitchell, Pender, Richmond, Summit Charter**
	165.5	Chatham Charter**, Chatham, Clay, Downtown Middle**, Iredell-Statesville, Lincoln, Moore, Mooresville City, Onslow, Rutherford, Whiteville City
1999 State	165.0	Carteret, Craven, Davie, Macon, Orange, Randolph, River Mill Charter**, Sterling Montessori**, Winston-Salem/Forsyth
	164.5	Alamance-Burlington, Caswell, Duplin, East Wake Academy**, Hickory City, Perquimans, Roanoke Rapids City, Wayne, Yadkin
1998 State	164.0	Asheboro City, Beaufort, Clinton City, Guilford, Harnett, Kannapolis City, Person, Pitt, Stokes, Wilson
	163.5	Cumberland, Edenton/Chowan, Hoke, Nash-Rocky Mount, Rowan-Salisbury, Village Charter**
	163.0	Asheville City, Charlotte/Mecklenburg, Durham, Franklin, Gates, Granville, MAST**, Northampton, Shelby City
	162.5	Anson, Bladen, Elizabeth City/Pasquotank, Greene, Lexington City, Sampson, Thomasville City, Tyrrell
1997 State	162.0	Columbus, Halifax, Jones, Montgomery, Rockingham, Scotland, Vance
1996 State	161.5	Edgecombe, Hyde
	161.0	UCAN**
1995 State	160.5	ABCS**, Robeson, Weldon City
	160.0	Bertie, Hertford, Warren
1994 State	159.5	Washington
	159.0	Martin
1993 State	158.5	
	....	
	157.0	Englemann**
	....	
	156.0	Charter Public**, Quality Education**
	155.5	C.G. Woodson**, CIS Academy**, Imani Institute**, Sankore School**, Woods Charter**
	....	
	154.0	Carter Community**
	153.5	Phase Academy**
	153.0	Bright Horizons**
	....	
	151.5	Bridges**, S.B. Howard**
	....	
	150.0	Sparc Academy**
	....	
	148.5	Lift Academy**
	•	Grandfather Academy**, Kennedy Charter**, Lakeside School**, Right Step**

BEST COPY AVAILABLE

Notes: *Scale scores are rounded up to the nearest five-tenths of a point. •Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 43. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score^	1999 LEA Performance
	167.9	Exploris**
	167.1	Sterling Montessori**
	166.5	Magellan**
	166.3	Brevard Academy**
	165.5	Chapel Hill-Carrboro City
	164.1	Arapahoe**, Village Charter**
	163.9	Transylvania, Watauga
	162.7	Woods Charter**, Yancey
	162.5	East Wake Academy**, Mitchell, Wake
	162.3	Alleghany, Dare, Downtown Middle**, Elkin City
	162.1	Cherokee
	161.9	Buncombe, Clay, Jackson, Summit Charter**, Swain
	161.7	Henderson, Madison
	161.5	Haywood
	161.3	Cabarrus, Clinton City, Johnston, Pamlico, Polk, Stanly
	161.1	Ashe, Graham, New Hanover
	160.9	Avery, Carteret, Currituck, Lake Norman**, Macon, Moore
	160.7	Burke, Camden, Chatham, Craven, Davie, Pender, Surry, Union
	160.5	Brunswick, Caldwell, Guilford, Wilkes
	160.3	Asheboro City, Asheville City, Iredell-Statesville, Kestrel Heights**, McDowell, Mooresville City, Whiteville City, Yadkin
	160.1	Catawba, Davidson, Newton Conover City, Orange, Orange Co. Charter**, Person, Winston-Salem/Forsyth
1999 State	159.9	Kings Mountain City, Onslow
	159.7	Gaston, Richmond, Shelby City
	159.5	Alexander, Cumberland, Gates, Granville, Lee, Pitt, Rockingham
	159.3	Duplin, Elizabeth City/Pasquotank, Harnett, MAST**, Randolph, Rutherford, Stokes, Tyrrell, Wayne
1998 State	159.1	Charlotte/Mecklenburg, Hickory City, Nash-Rocky Mount, Perquimans, Scotland
	158.9	Alamance-Burlington, Beaufort, Cleveland, Roanoke Rapids City, Rowan-Salisbury, Wilson
	158.7	Jones, Lenoir, Lincoln, Sampson, The Learning Center**
	158.5	Caswell, Durham
1997 State	158.3	Edenton/Chowan, Montgomery, River Mill Charter**, Thomasville City
1995 State	158.1	Bladen, Franklin, Kannapolis City
1996 State	157.9	
	157.7	Northampton
	157.5	Columbus, Martin
1994 State	157.3	Edgecombe, Imani Institute**, Washington
1993 State	157.1	Lexington City, Quality Education**
	156.7	Hoke
	156.5	Chatham Charter**, Hyde
	156.3	Anson, Robeson, Sparc Academy**
	156.1	Vance, Warren
	155.7	Halifax
	155.3	Bertie, Hertford
	154.5	Greene
	154.3	Weldon City
	153.9	Phase Academy**
	153.1	Carter Community**
	152.9	Lift Academy**
	152.5	Bridges**
	152.3	C.G. Woodson**, Right Step**
	152.1	Sankore School**
	147.7	CIS Academy**
	*	Grandfather Academy**, Kennedy Charter**, Lakeside School**, UCAN**

Notes: ^Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 44. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score*	1999 LEA Performance
	182.5	Magellan**
	....	
	181.5	Exploris**
	....	
	179.0	Arapahoe**
	178.5	Transylvania
	178.0	Chapel Hill-Carrboro City
	....	
	177.0	Village Charter**
	....	
	176.0	Brevard Academy**, Sterling Montessori**, Watauga, Yancey
	175.5	Graham, Summit Charter**
	175.0	Alleghany, Avery, Buncombe
	174.5	Newton Conover City, Pamlico
	174.0	Clay, Henderson, Jackson, Wake
	173.5	Ashe, Cherokee, Davie, Haywood, Johnston, Lee, Madison
	173.0	Cabarrus, Dare, Elkin City, Lake Norman**, Mitchell, Pender, Surry
	172.5	Caldwell, Carteret, Catawba, Clinton City, Davidson, Downtown Middle**, New Hanover, Polk, Swain, Wilkes
	172.0	Burke, Currituck, Kings Mountain City, Macon, McDowell, Moore, Orange Co. Charter**, Stanly, Union
	171.5	Asheville City, Brunswick, Iredell-Statesville, MAST**, Mooresville City, Perquimans, Richmond
1999 State	171.0	Alamance-Burlington, Asheboro City, Cleveland, Craven, Lincoln, Onslow, Randolph, Roanoke Rapids City, Scotland, Wayne, Wilson, Woods Charter**
	170.5	Chatham, Elizabeth City/Pasquotank, Gaston, Guilford, Harnett, Hickory City, Kannapolis City, Lenoir, Nash-Rocky Mount, Pitt, Rutherford, Winston-Salem/Forsyth, Yadkin
	170.0	Alexander, Bladen, East Wake Academy**, Granville, Montgomery, Orange, Shelby City
1998 State	169.5	Beaufort, Camden, Charlotte/Mecklenburg, Duplin, Hyde, Person, Rockingham, Rowan-Salisbury, Sampson
	169.0	Cumberland, Edgecombe, Lexington City, Thomasville City, Whiteville City
	168.5	Gates, Jones, Kestrel Heights**, Northampton, Stokes
	168.0	Chatham Charter**, Durham, Franklin, Halifax, Robeson, Tyrrell
1997 State	167.5	Edenton/Chowan, Martin
	167.0	Anson, Caswell, Columbus, Vance
1996 State	166.5	
1995 State	166.0	Hoke, Washington
	165.5	The Learning Center**
1994 State	165.0	Bertie
1993 State	164.5	Hertford, Quality Education**, River Mill Charter**
	164.0	Warren
	163.5	Greene
	....	
	162.5	Weldon City
	161.5	C.G. Woodson**, Imani Institute**
	161.0	Right Step**
	160.5	Sankore School**
	....	
	159.5	Bridges**, CIS Academy**, Sparc Academy**
	....	
	158.5	Phase Academy**
	....	
	156.0	Carter Community**, Lift Academy**
	•	Grandfather Academy**, Kennedy Charter**, Lakeside School**, UCAN**

Notes: *Scale scores are rounded up to the nearest five-tenths of a point. •Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

Table 45. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading

PRELIMINARY RESULTS

State	Mean Score*	1999 LEA Performance
	168.9	Magellan**
	168.7	Chapel Hill-Carrboro City
	...	
	167.7	Woods Charter**
	...	
	167.3	Summit Charter**
	167.1	Elkin City
	165.9	Transylvania
	165.5	Arapahoe**
	165.3	Cherokee, Watauga, Yancey
	165.1	Graham
	164.9	Buncombe, Polk, Swain
	164.7	Downtown Middle**, Wake
	164.5	Cabarrus, Dare
	164.3	Haywood, Mooresville City, Mount Airy City
	164.1	Mitchell
	163.9	Lake Norman**, Surry
	163.7	Henderson, Johnston, New Hanover, Pamlico
	163.5	Davie, Person
	163.3	Avery, Kings Mountain City, MAST**, Madison, McDowell, Orange, Union
	163.1	Asheville City, Burke, Clay, Craven, Pender, Shelby City, Stanly
	162.9	Alleghany, Asheboro City, Chatham, Macon
	162.7	Catawba, East Wake Academy**, Granville, Guilford, Iredell-Statesville, Jackson, River Mill Charter**, Roanoke Rapids City, Whiteville City
	162.5	Alexander, Ashe, Brunswick, Clinton City, Davidson, Moore
1999 State	162.3	Caldwell, Camden, Cleveland, Lenoir, Newton Conover City, Wilkes, Winston-Salem/Forsyth
	162.1	Brevard Academy**, Carteret, Duplin, Hickory City, Pitt, Richmond, Tyrrell
1998 State	161.9	Currituck, Harnett, Lee, Onslow, Thomasville City, Wilson, Yadkin
	161.7	Alamance-Burlington, Charlotte/Mecklenburg, Edenton/Chowan, Gaston, Rockingham, Stokes
	161.5	Beaufort, Durham, Rowan-Salisbury, Wayne
	161.3	Cumberland, Elizabeth City/Pasquotank, Martin, Randolph, Rutherford
	161.1	Caswell, Gates, Kannapolis City
1997 State	160.9	Sampson
	160.7	Jones, Northampton, Orange Co. Charter**, Scotland
	160.5	Edgecombe, Greene, Lincoln, Montgomery, Nash-Rocky Mount
	160.3	Chatham Charter**
1995, 1996 State	160.1	Franklin, Perquimans
	159.9	The Learning Center**
1994 State	159.7	
	...	
	159.3	Anson, Bladen, Columbus, Hoke
	159.1	Hyde
	158.9	Warren
1993 State	158.7	Bertie, Kestrel Heights**, Washington, Weldon City
	...	
	158.3	Bridges**, Hertford, Vance
	158.1	Robeson
	157.9	Lexington City
	...	
	156.7	Imani Institute**
	156.5	Halifax, Phase Academy**
	...	
	155.3	C.G. Woodson**, Quality Education**
	...	
	151.5	Sankore School**
	...	
	151.1	Right Step**
	150.9	Lift Academy**
	...	
	149.9	CIS Academy**
	...	
	146.5	Kennedy Charter**
	•	Carter Community**, Grandfather Academy**, Lakeside School**, UCAN**

BEST COPY AVAILABLE

Notes: *Scale scores are rounded up to the nearest two-tenths of a point. •Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

Table 46. 1998-99 End-of-Grade Multiple-Choice Test Results Grade 8 Mean Scale Score by LEA - Mathematics

PRELIMINARY RESULTS

State	Mean Score*	1999 LEA Performance
	187.0	Magellan**
	...	
	184.5	Transylvania
	...	
	183.0	Chapel Hill-Carrboro City
	...	
	180.5	Cherokee
	...	
	179.5	Arapahoe**, Buncombe, Haywood, Summit Charter**, Surry, Watauga
	179.0	Elkin City, Graham
	...	
	177.5	Clay, Johnston, Pamlico, Wake, Woods Charter**
	177.0	Ashe, Avery, Cabarrus, Henderson, Lenoir, Madison, McDowell, Mount Airy City, Perquimans, Yancey
	176.5	Dare, Davie, Jackson, Lee, Mooresville City, New Hanover, Pender, Polk, Union, Wilkes
	176.0	Alleghany, Asheboro City, Brunswick, Catawba, Newton Conover City, Roanoke Rapids City, Stanly
	175.5	Davidson, Iredell-Statesville, Kings Mountain City
	175.0	Alexander, Asheville City, Burke, Caldwell, Clinton City, Downtown Middle**, Duplin, Edenton/Chowan, Granville, Hickory City, Moore, Person, Swain
1999 State	174.5	Cleveland, Harnett, Lake Norman**, Macon, Onslow, Shelby City
1998 State	174.0	Alamance-Burlington, Craven, Hyde, MAST**, Richmond, Scotland, Whiteville City
	173.5	Beaufort, Carteret, Chatham, East Wake Academy**, Gaston, Guilford, Kannapolis City, Mitchell, Pitt, Rockingham, Rowan-Salisbury, Sampson, Winston-Salem/Forsyth, Wayne, Wilson
	173.0	Brevard Academy**, Lexington City, Lincoln, Nash-Rocky Mount, Orange, Randolph, Rutherford, Stokes, Yadkin
	172.5	Currituck, Durham, Northampton
	172.0	Camden, Charlotte/Mecklenburg, Edgecombe, Elizabeth City/Pasquotank, Franklin, Thomasville City
1997 State	171.5	Columbus, Greene, Hoke, Weldon City
1996 State	171.0	Anson, Montgomery
1995 State	170.5	Cumberland, Jones, Martin
	170.0	Bladen, Gates, Robeson, The Learning Center**
	169.5	Caswell, Halifax, Tyrrell, Warren
1994 State	169.0	Chatham Charter**, Hertford, Washington
1993 State	168.5	Vance
	168.0	River Mill Charter**
	...	
	167.0	Bertie
	166.5	Orange Co. Charter**
	166.0	Bridges**, Kestrel Heights**
	...	
	162.5	Phase Academy**
	162.0	Imani Institute**
	...	
	161.0	C.G. Woodson**, Quality Education**
	...	
	159.0	Right Step**
	...	
	158.5	Kennedy Charter**
	...	
	157.5	CIS Academy**, Lift Academy**
	...	
	156.5	Sankore School**
	•	Carter Community**, Grandfather Academy**, Lakeside School**, UCAN**

Notes: *Scale scores are rounded up to the nearest five-tenths of a point. •Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

Preliminary
High School Comprehensive
Results

Table 1. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results

Statewide Summary

Reading and Mathematics

PRELIMINARY RESULTS

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
1997-98	73,976	55.6%	73,635	54.9%
	163.3	11.9%	174.3	14.9%
Standard Deviation	10.2		13.5	
1998-99	75,470	61.1%	75,322	61.4%
	164.8	8.7%	176.3	11.7%
Standard Deviation	9.7		13.6	

Note: Data received from LEAs after July 16, 1999 are not included in this table

PRELIMINARY RESULTS

Table 2. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1998	11.9	7.0	17.0	19.1	9.9	19.1	15.1	8.1	8.8
	1999	8.7	5.4	12.2	14.9	9.6	15.6	12.7	6.8	5.6
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1998	32.5	31.1	34.0	41.8	30.5	46.1	39.9	26.4	26.7
	1999	30.2	28.8	31.5	42.3	30.3	46.0	38.8	27.5	23.2
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills.	1998	41.0	45.5	36.4	34.2	40.2	31.0	36.6	43.8	45.4
	1999	45.2	48.6	41.7	37.9	40.3	34.6	39.7	45.5	50.0
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1998	14.6	16.4	12.6	4.9	19.4	3.7	8.4	21.7	19.1
	1999	15.9	17.3	14.6	5.0	19.9	3.8	8.8	20.3	21.2

High School Comprehensive Test Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
132-150	151-162	163-174	175-201

Notes. Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.

Data received from LEAs after July 16, 1999 are not included in this table.

Table 3. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Mathematics

PRELIMINARY RESULTS

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1998**	14.9	12.8	17.1	24.2	7.8	26.2	18.3	15.7	10.2
	1999	11.7	10.6	12.9	16.5	8.1	22.8	15.2	11.6	7.1
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next	**1998**	30.2	30.1	30.3	41.2	18.8	42.0	37.8	25.7	25.3
	1999	26.8	26.9	26.7	38.5	21.2	40.4	34.6	28.0	21.0
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1998**	38.8	41.6	35.9	29.9	38.5	28.6	35.9	36.4	43.3
	1999	41.9	44.0	39.9	38.7	35.6	32.5	39.5	39.8	46.2
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1998**	16.0	15.5	16.6	4.8	34.9	3.2	8.0	22.1	21.2
	1999	19.5	18.5	20.5	6.2	35.1	4.3	10.7	20.7	25.7

High School Comprehensive Test Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
141-159	160-171	172-188	189-226

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 4. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results Performance of Exceptional Students and Students with Limited English Proficiency

Category	Number Tested	Percent[1]	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	75,470	100.0	61.1	61.4	164.8	176.3
Not Exceptional	62,257	82.9	59.9	60.0	164.3	175.2
Academically Gifted	7,772	10.4	97.0	97.1	175.3	192.9
Students with Disabilities	5,030	6.7				
Behaviorally-Emotionally Handicapped	360	0.5	16.4	15.0	153.3	161.8
Hearing Impaired	76	0.1	21.1	27.6	157.4	165.5
Educable Mentally Handicapped	688	0.9	2.2	1.9	148.9	157.4
Specific Learning Disabled	3,163	4.2	22.6	27.8	155.3	166.2
Speech-Language Impaired	53	0.1	26.4	26.0	156.5	164.6
Visually Impaired	27	0.0	*	*	*	*
Other Health Impaired	437	0.6	32.5	30.7	158.1	166.6
Orthopedically Impaired	40	0.1	25.0	30.0	158.2	167.1
Traumatic Brain Injured	22	0.0	*	*	*	*
Other Exceptional Classifications	164	0.2	44.5	44.7	160.6	172.5
Section 504	418	0.6	44.3	45.0	161.2	171.9
Limited English Proficient	482	0.6	16.6	33.5	154.7	168.2

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

**PRELIMINARY
RESULTS**

Table 5. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Performance of Students Taking Modified Tests

Category	Number Tested	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	75,470	100.0	61.1	61.4	164.8	176.3
Braille Edition	4	0.0	*	*	*	*
Large Print	21	0.3	*	*	*	*
Assistive Technology	3	0.0	*	*	*	*
Braille Writer	1	0.0	*	*	*	*
Cranmer Abacus	0	0.0	*	*	*	
Dictation to Scribe	14	0.2	*	*	*	*
Interpreter Signs Test	12	0.1	*	*	*	*
Magnification Devices	3	0.0	*	*	*	*
Student Marks in Test Book	730	9.0	14.1	18.1	153.2	163.3
Test Administrator Reads Test Aloud	1,096	13.5	8.4	12.7	151.7	162.0
Use of Typewriter or Word Processor	2	0.0	*	*	*	*
Hospital/Home Testing	26	0.3	*	*	*	*
Multiple Test Sessions	281	3.5	14.6	14.6	153.2	162.6
Scheduled Extended Time	3,075	37.8	22.0	26.4	155.3	165.8
Testing in a Separate Room	2,682	33.0	14.9	19.8	153.2	163.8
English/Native Language Dictionary/Electronic Translator	176	2.2	16.5	35.8	153.6	168.7
Other	7	0.1	*	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.
Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.
Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.
All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.
"Number tested" is the number of students who took the end-of-grade test in reading.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 6. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results Characteristics and Performance

	N	Percent	Percent at or above Level III **Reading**	Percent at or above Level III **Mathematics**	Average Scale Score **Reading**	Average Scale Score, **Mathematics**
All Students	75,470	100.0	61.1	61.4	164.8	176.3
Gender						
Male	36,514	48.8	56.3	60.4	163.6	176.3
Female	38,335	51.2	65.8	62.4	166.0	176.4
Ethnic Group						
American Indian	1,027	1.4	42.8	45.0	160.5	170.7
Asian	1,413	1.9	60.2	70.7	165.0	181.8
Black	20,792	27.6	38.4	36.8	159.7	168.5
Hispanic	1,410	1.9	48.5	50.2	161.9	172.3
Multi-Racial	473	0.6	65.8	60.5	165.9	176.8
White	50,019	66.4	71.1	71.9	167.1	179.6
Other	173	0.2	68.2	68.6	166.8	180.2
Courses Taken						
Pre-Algebra	43,831	22.6	67.8	67.6	166.4	178.6
Algebra IA	27,916	14.4	50.9	49.4	162.4	172.3
Algebra I or IB	54,344	28.1	68.1	68.9	166.5	178.6
Technical Math	4,082	2.1	52.4	52.6	162.6	173.6
Geometry	41,115	21.2	80.6	83.7	169.2	183.0
Algebra II	20,236	10.5	91.1	94.8	172.6	190.0
Advanced Math	2,050	1.1	91.8	93.8	174.9	197.3
Parental Education						
Did not finish high school	5,206	7.1	33.7	36.2	158.8	168.4
High school graduate	22,831	31.3	51.0	52.1	162.3	172.7
Trade or business school	3,019	4.1	55.5	56.1	163.2	174.1
Community college	14,994	20.6	63.3	62.3	164.9	175.7
Four year college	18,467	25.3	72.7	72.8	167.5	180.2
Graduate school	8,416	11.5	82.7	82.5	171.1	186.0
Hours of Homework (per week)						
None assigned	1,293	1.7	25.4	27.4	155.8	165.7
1 hour or less	2,360	3.2	42.3	45.7	160.1	171.5
1 to 3 hours	17,486	23.5	46.2	47.3	161.3	171.5
More than 3, less than 5 hours	31,825	42.7	59.8	59.5	164.4	175.1
Between 5-10 hours	11,730	15.7	75.9	75.9	168.3	181.1
More than 10 hours	7,769	10.4	84.4	85.0	170.9	185.6
Assigned but not done	2,078	2.8	87.6	88.3	172.5	189.2
Days Absent (so far this year)						
0-7 days	51,057	68.4	66.1	67.1	166.0	178.3
8-14 days	15,871	21.3	54.3	53.2	163.2	173.3
15-21 days	4,733	6.3	45.7	44.1	161.1	170.5
More than 21 days	2,946	3.9	35.9	34.5	158.9	167.9

Notes: "N" is the number of students who took the end-of-grade test in reading.
Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 7. 1998-99 North Carolina High School Comprehensive Test Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	164.8	75,498	71	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			18	64.6
GOAL 2: Use language for the acquisition, interpretation, and application of information.			163	55.5
OBJ 2.1: Identify, collect or select information and ideas.			54	59.4
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			72	53.2
OBJ 2.3: Apply, extend, and expand on information and concepts.			37	54.2
GOAL 3: Use language for critical analysis and evaluation.			32	59.5
OBJ 3.1: Assess the validity and accuracy of information and ideas			4	
OBJ 3.2: Determine the value of information and ideas			13	67.0
OBJ 3.3: Develop criteria and evaluate the quality, relevance, and importance of the information and ideas			15	53.3
MATHEMATICS (Average of Averages)	176.3	75,365	70	
GOAL 1: Numerical Relationships			21	58.4
OBJ 1.1: Perform operations with real numbers			3	
OBJ 1.2: Solve problems involving number theory			9	60.2
OBJ 1.3: Solve problems using ratios, proportions, and percents			9	49.8
GOAL 2: Growth and Measurement			63	44.6
OBJ 2.1: Geometric problems using two and three-dimensional shapes			18	51.3
OBJ 2.2: Solve problems using properties of angles, lines, and planes			9	55.8
OBJ 2.3: Solve problems using perimeter, area, and volume formulas			15	32.6
OBJ 2.4: Solve problems using right triangle relationships			12	38.6
OBJ 2.5: Transform polygons in the coordinate plane			9	47.9
GOAL 3: Algebraic Concepts			72	48.7
OBJ 3.1: Use the language of algebra and formulas to solve problems			13	55.2
OBJ 3.2: Demonstrate an understanding of relations and functions			12	54.5
OBJ 3.3: Graph and use linear equations and inequalities			14	47.7
OBJ 3.4: Solve problems that involve nonlinear equations			14	43.4
OBJ 3.5: Use an appropriate method to solve problems involving systems of equations and inequalities			14	39.4
OBJ 3.6: Perform operations with polynomials			5	61.1
GOAL 4: Data Analysis			54	43.7
OBJ 4.1: Solve real world problems using statistics			23	55.5
OBJ 4.2: Solve real world problems using probability			21	37.7
OBJ 4.3: Fit a line or curve to a set of data			10	29.5

	A	B	C
NUMBER OF STUDENTS TAKING FORM	25,242	25,136	25,120

Notes: *"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after August 4, 1999 are not included in this table.

Table 8. 1998-99 North Carolina High School Comprehensive Test
Distribution of Scale Scores - Reading

PRELIMINARY RESULTS

Number of Students with Valid Scores* 75,498

Mean 164.8

Standard Deviation 9.8

High Score 198

Low Score 132

State Percentiles	Scale Score
90	177.1
75	171.8
50 (Median)	165.3
25	158.3
10	151.3

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	STATE PERCENTILES
198	1	75498	0.00	100.00	99
197	7	75497	0.01	100.00	99
195	2	75490	0.00	99.99	99
194	6	75488	0.01	99.99	99
193	9	75482	0.01	99.98	99
192	25	75473	0.03	99.97	99
191	17	75448	0.02	99.93	99
190	72	75431	0.10	99.91	99
189	87	75359	0.12	99.82	99
188	84	75272	0.11	99.70	99
187	175	75188	0.23	99.59	99
186	182	75013	0.24	99.36	99
185	117	74831	0.15	99.12	99
184	422	74714	0.56	98.96	99
183	548	74292	0.73	98.40	98
182	713	73744	0.94	97.68	98
181	858	73031	1.14	96.73	97
180	1005	72173	1.33	95.60	96
179	1167	71168	1.55	94.26	95
178	1332	70001	1.76	92.72	93
177	1879	68669	2.49	90.95	91
176	1618	66790	2.14	88.47	89
175	1701	65172	2.25	86.32	87
174	2379	63471	3.15	84.07	84
173	2493	61092	3.30	80.92	82
172	2653	58599	3.51	77.62	79
171	2804	55946	3.71	74.10	76
170	2740	53142	3.63	70.39	73
169	2822	50402	3.74	66.76	69
168	3677	47580	4.87	63.02	66
167	2863	43903	3.79	58.15	62
166	2269	41040	3.01	54.36	58
165	4356	38771	5.77	51.35	55
164	2200	34415	2.91	45.58	51
163	2819	32215	3.73	42.67	47
162	2073	29396	2.75	38.94	43
161	4221	27323	5.59	36.19	40
160	1999	23102	2.65	30.60	36
159	1875	21103	2.48	27.95	32
158	2270	19228	3.01	25.47	30
157	2336	16958	3.09	22.46	27
156	1532	14622	2.03	19.37	24
155	1995	13090	2.64	17.34	22
154	1322	11095	1.75	14.70	19
153	828	9773	1.10	12.94	17
152	1184	8945	1.57	11.85	15
151	1141	7761	1.51	10.28	13
150	979	6620	1.30	8.77	11
149	977	5641	1.29	7.47	9
148	854	4664	1.13	6.18	8
147	802	3810	1.06	5.05	7
146	445	3008	0.59	3.98	6
145	465	2563	0.62	3.39	5
144	551	2098	0.73	2.78	4
143	448	1547	0.59	2.05	3
Less than 142	1099	1099	1.46	1.46	12

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

Table 9. 1998-99 North Carolina High School Comprehensive Test Distribution of Scale Scores – Mathematics

PRELIMINARY RESULTS

Number of Students with Valid Scores*	75,365	High Score	226
		Low Score	141
Mean	176.3		
Standard Deviation	13.6		

State Percentiles	Scale Score
90	194.9
75	185.7
50 (Median)	176.0
25	165.6
10	158.8

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	STATE PERCENTILES
226	1	75365	0.00	100.00	99
225	2	75364	0.00	100.00	99
223	15	75362	0.02	100.00	99
221	29	75347	0.04	99.98	99
220	15	75318	0.02	99.94	99
218	46	75303	0.06	99.92	99
217	23	75257	0.03	99.86	99
216	50	75234	0.07	99.83	99
215	38	75184	0.05	99.76	99
214	78	75146	0.10	99.71	99
213	56	75068	0.07	99.61	99
212	109	75012	0.14	99.53	99
211	70	74903	0.09	99.39	99
210	143	74833	0.19	99.29	99
209	96	74690	0.13	99.10	99
208	186	74594	0.25	98.98	99
207	296	74408	0.39	98.73	99
206	226	74112	0.30	98.34	99
205	277	73886	0.37	98.04	98
204	275	73609	0.36	97.67	98
203	322	73334	0.43	97.31	98
202	495	73012	0.66	96.88	97
201	552	72517	0.73	96.22	97
200	662	71965	0.88	95.49	96
199	731	71303	0.97	94.61	95
198	464	70572	0.62	93.64	95
197	741	70108	0.98	93.02	94
196	801	69367	1.06	92.04	93
195	1160	68566	1.54	90.98	92
194	923	67406	1.22	89.44	91
193	923	66483	1.22	88.21	90
192	985	65560	1.31	86.99	89
191	1081	64575	1.43	85.68	88
190	1530	63494	2.03	84.25	86
189	1263	61964	1.68	82.22	85
188	1709	60701	2.27	80.54	83
187	1397	58992	1.85	78.28	81
186	1416	57595	1.88	76.42	80
185	1488	56179	1.97	74.54	78
184	1607	54691	2.13	72.57	76
183	1636	53084	2.17	70.44	74
182	1760	51448	2.34	68.27	72
181	2398	49688	3.18	65.93	70
180	1906	47290	2.53	62.75	67
179	2084	45384	2.77	60.22	64
178	2114	43300	2.81	57.45	62
177	2271	41186	3.01	54.65	59
176	2375	38915	3.15	51.64	56
175	1695	36540	2.25	48.48	54
174	1622	34845	2.15	46.23	52
173	1579	33223	2.10	44.08	50
172	2535	31644	3.36	41.99	47
171	2538	29109	3.37	38.62	43
170	1733	26571	2.30	35.26	40
169	910	24838	1.21	32.96	38
168	2619	23928	3.48	31.75	36
167	1724	21309	2.29	28.27	33

Table 9. 1998-99 North Carolina High School Comprehensive Test Distribution of Scale Scores – Mathematics (continued)

PRELIMINARY RESULTS

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	* PERCENT	CUMULATIVE PERCENT	STATE PERCENTILES
166	848	19585	1.13	25.99	31
165	2628	18737	3.49	24.86	28
164	855	16109	1.13	21.37	26
163	1713	15254	2.27	20.24	24
162	2414	13541	3.20	17.97	21
161	808	11127	1.07	14.76	18
160	1426	10319	1.89	13.69	16
159	1995	8893	2.65	11.80	13
158	630	6898	0.84	9.15	11
157	1109	6268	1.47	8.32	10
156	1439	5159	1.91	6.85	8
155	876	3720	1.16	4.94	6
154	640	2844	0.85	3.77	4
153	573	2204	0.76	2.92	3
152	625	1631	0.83	2.16	2
151	379	1006	0.50	1.33	1
150	243	627	0.32	0.83	1
149	170	384	0.23	0.51	1
148	78	214	0.10	0.28	1
147	24	136	0.03	0.18	1
146	11	112	0.01	0.15	1
145	4	101	0.01	0.13	1
144	8	97	0.01	0.13	1
143	43	89	0.06	0.12	1
142	22	46	0.03	0.06	1
141	24	24	0.03	0.03	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

BEST COPY AVAILABLE

**PRELIMINARY
RESULTS**

Table 10. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Reading

State	Mean Score*	1999 LEA Performance
	172.9	Woods Charter**
	...	
	172.5	Chapel Hill-Carrboro City
	...	
	169.5	Watauga
	...	
	168.9	Elkin City, Transylvania
	168.7	Asheville City
	168.5	Wake
	...	
	168.1	River Mill Charter**
	...	
	167.5	Henderson, Shelby City
	167.3	Graham
	167.1	Buncombe, Dare, New Hanover
	166.9	Mooresville City
	166.7	Asheboro City, Cabarrus, Yancey
	166.5	Clay, Clinton City, Haywood, Hickory City, Polk
	166.3	Cherokee, Macon, Union, Winston-Salem/Forsyth
	166.1	Ashe, Guilford, Orange, Swain
	165.9	Davie, Moore, Onslow, Pitt
	165.7	Alexander, Burke
	165.5	Iredell-Statesville
	165.3	Carteret, Davidson, Jackson
	165.1	Durham, Johnston, McDowell, Mount Airy City, Surry
1999 State	164.9	Whiteville City, Wilkes
	164.7	Alamance-Burlington, Alleghany, Catawba, Lee, Pender
	164.5	Currituck, Gaston, New Century School**
	164.3	Charlotte/Mecklenburg, Chatham, Granville, Kannapolis City, Madison, Mitchell
	164.1	Cumberland, Randolph, Roanoke Rapids City, Rockingham, Wayne
	163.9	Craven, Duplin
	163.7	Caldwell, Harnett, Lenoir, Lincoln, Rutherford, Tyrrell
	163.5	Brunswick, Camden, Perquimans, Rowan-Salisbury, Stanly
1998 State	163.3	Beaufort, Elizabeth City/Pasquotank, Kings Mountain City, Newton Conover City
	163.1	Cleveland, Lexington City, Martin, Scotland, Wilson, Yadkin
	162.9	Edenton/Chowan
	162.7	Franklin, Stokes
	162.5	Nash-Rocky Mount, Person
	162.3	Gates, Greene, Thomasville City
	162.1	Columbus, Montgomery, Richmond, Sampson
	161.9	Edgecombe, Jones
	161.7	Caswell, Warren
	161.5	Hyde
	161.3	Pamlico
	...	
	160.7	Anson, Bladen
	...	
	160.1	Washington
	159.9	Northampton, Robeson, Vance
	159.7	Hertford
	159.5	Bertie, Halifax
	159.3	Weldon City
	...	
	158.9	Hoke
	...	
	157.3	NC School of Maritime Studies**
	...	
	149.9	Right Step**
	...	
	148.5	Lakeside School**
	148.3	Laurinburg**
	•	J.H. Baker Jr High**

Notes: *Scale scores are rounded up to the nearest two-tenths of a point. •Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix. Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

PRELIMINARY RESULTS

Table 11. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Mathematics

State	Mean Score'	1999 LEA Performance
	189.5	Chapel Hill-Carrboro City
	...	
	183.5	Elkin City, Transylvania
	183.0	Watauga
	182.5	Wake
	...	
	181.5	Asheville City
	181.0	Buncombe, Dare, Graham
	...	
	180.0	Haywood, Henderson
	179.5	Ashe, Cherokee, Macon
	179.0	Clay, New Hanover
	178.5	Alexander, Asheboro City, Cabarrus, Davie, Guilford, Hickory City, Orange, Pitt, Shelby City, Union
	178.0	Catawba, Currituck, River Mill Charter**, Roanoke Rapids City, Winston-Salem/Forsyth, Woods Charter**
	177.5	Davidson, Durham, Iredell-Statesville, Johnston, Moore, Polk
	177.0	Alleghany, Charlotte/Mecklenburg, Madison, Mooresville City, Mount Airy City, New Century School**, Onslow, Surry, Swain, Wilkes
1999 State	176.5	Burke, Carteret, Jackson, Newton Conover City, Yancey
	176.0	Alamance-Burlington, Chatham, Lenoir, Lincoln
	175.5	Clinton City, McDowell, Pender, Perquimans, Randolph, Stanly, Wilson
	175.0	Caldwell, Camden, Craven, Gaston, Lee, Lexington City, Rockingham
1998 State	174.5	Granville, Greene, Harnett, Kannapolis City, Rowan-Salisbury, Stokes, Whiteville City, Yadkin
	174.0	Beaufort, Brunswick, Duplin, Edgecombe, Franklin, Martin, Mitchell, Rutherford, Scotland
	173.5	Elizabeth City/Pasquotank, Tyrrell, Wayne
	173.0	Cleveland, Cumberland, Kings Mountain City, Nash-Rocky Mount, Pamlico, Person
	172.5	Edenton/Chowan, Montgomery, Sampson
	172.0	Columbus, Gates
	171.5	Anson, Thomasville City
	171.0	Warren, Washington
	170.5	Jones, Richmond, Vance
	...	
	169.5	Bladen, Caswell, Hyde, Northampton, Robeson
	...	
	168.0	Hoke
	167.5	Bertie
	167.0	Halifax, Hertford
	...	
	166.0	NC School of Maritime Studies**, Weldon City
	...	
	159.0	Laurinburg**, Right Step**
	...	
	156.5	Lakeside School**
	•	J.H. Baker Jr High**

Notes: 'Scale scores are rounded up to the nearest five-tenths of a point. •Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix. Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

Preliminary End-of-Course Results

Table 1. 1990-91 to 1998-99 End-of-Course Multiple-Choice Test Results
Statewide Summary

PRELIMINARY RESULTS

	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]
	Average Core[3]		Average Core		Average Core	Standard Deviation	Average Core	Standard Deviation	Average Core	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I[2]	60,988	77.7%	66,424	81.2%	70,114	86.4%	69,162	N/A	80,370	94.0%	82,635	96.6%	83,777	95.0%	83,124	95.8%	87,449	95.8%
1985-86	41.1		40.4		39.9	9.6	55.1	9.1	54.7	9.3	55.0	9.7	55.6	9.7	57.0	9.7	58.0	9.6
Algebra II	35,828	43.6%	37,221	45.5%	38,909	49.6%	42,497	51.9%	44,928	55.3%							48,957	56.2%
1986-97	38.8		38.2		38.8		37.6		38.3								60.0	10.9
Biology[2]	71,665	87.7%	71,832	91.5%	75,748	92.6%	74,840	92.2%	62,480	N/A	77,420	90.5%	78,723	92.0%	78,804	91.8%	76,950	88.7%
1986-87	41.1		41.5		40.0	11.1	39.9	10.6	55.5	8.7	55.5	8.7	55.9	8.9	56.2	8.8	56.0	8.5
Chemistry	33,518	40.8%	34,682	42.4%	35,738	45.1%	38,462	47.0%	39,289	48.4%							41,262	47.3%
1988-89	40.1		39.3		40.1		39.1		40.6								57.8	8.8
ELP	76,593	97.6%	79,313	96.9%	79,070	97.4%	81,290	97.0%	83,597	97.8%	82,577	96.5%	82,611	93.4%	77,348	89.5%	77,740	85.1%
1990-91	41.7		42.8		43.7	11.5	43.4	11.3	44.0	11.7	43.4	11.9	53.8	9.3	54.8	9.1	55.0	9.0
English I[2]	72,023	91.8%	75,381	92.1%	76,183	93.8%	81,685	97.5%	67,748	N/A	85,411	99.8%	89,500	100.0%	88,307	100.0%	89,775	98.3%
1989-90	66.2		67.0		66.7	18.0	66.4	17.7	53.1	8.9	53.1	8.9	53.2	8.9	53.6	8.8	54.5	8.7
Geometry	44,325	54.2%	46,623	59.4%	49,494	60.1%	53,932	66.4%	55,657	66.4%							60,413	69.6%
1988-89	38.8		39.1		38.8		38.6		38.6								58.4	9.9
Physical Science	63,962	81.5%	66,137	80.0%	63,036	77.6%	65,777	78.5%	66,106	77.3%							66,838	73.2%
1990-91	39.9		41.1		41.3		40.2		42.9								54.5	9.0
Physics	9,711	11.5%	10,075	12.2%	10,754	13.2%	10,803	13.8%	10,935	13.4%							11,223	13.2%
1989-90	39.4		39.4		39.5		39.7		40.2								56.8	9.2
U.S. History[2]	65,767	80.0%	65,329	79.9%	63,034	80.0%	65,872	80.5%	53,160	N/A	65,725	78.4%	68,613	79.9%	68,341	80.7%	69,701	80.0%
1987-88	40.1		42.2		42.3	9.7	40.4	10.5	56.2	8.3	56.3	8.2	56.2	8.2	56.3	8.4	56.6	8.3

Notes: The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year. Algebra I was scaled in 1993-94, and U.S. History, English I, and Biology in 1994-95 and 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and therefore, are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not depicted in this report. In 1998-99 the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

[1] Participation Index is the number of students enrolled in the course, divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight. For example, since English I is typically a ninth-grade course, the eighth grade membership for the previous year is the denominator.

[2] The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

[3] Average core score is the mean raw score on the common items for all students.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

PRELIMINARY RESULTS

Table 2. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Exceptional Students and Students with Limited English Proficiency by Subject

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	87,449	100.0	65.4	58.0
	Not Exceptional	70,007	80.2	61.9	56.8
	Academically Gifted	12,623	14.5	94.6	67.1
	Students with Disabilities	4,647	5.3		
	Behaviorally Emotionally Handicapped	293	0.3	28.7	47.8
	Hearing Impaired	89	0.1	38.2	52.2
	Educable Mentally Handicapped	424	0.5	9.4	42.4
	Specific Learning Disabled	3,073	3.5	40.1	51.8
	Speech-Language Impaired	53	0.1	45.3	53.2
	Visually Impaired	33	0.0	54.5	55.7
	Other Health Impaired	447	0.5	43.0	52.1
	Orthopedically Impaired	41	0.0	46.3	53.7
	Traumatic Brain Injured	18	0.0	*	*
	Other Exceptional Classifications	176	0.2	49.4	54.4
	Section 504	484	0.6	49.0	54.4
	Limited English Proficient	458	0.5	68.3	58.4
Biology	All Students	76,950	100.0	57.7	56.0
	Not Exceptional	63,103	82.1	54.9	55.2
	Academically Gifted	8,598	11.2	96.7	65.3
	Students with Disabilities	5,168	6.7		
	Behaviorally Emotionally Handicapped	418	0.5	18.2	47.5
	Hearing Impaired	87	0.1	34.5	50.7
	Educable Mentally Handicapped	660	0.9	3.6	42.9
	Specific Learning Disabled	3,221	4.2	30.0	50.1
	Speech-Language Impaired	54	0.1	25.9	49.4
	Visually Impaired	36	0.0	55.6	55.4
	Other Health Impaired	432	0.6	32.6	50.4
	Orthopedically Impaired	42	0.1	28.6	50.9
	Traumatic Brain Injured	18	0.0	*	*
	Other Exceptional Classifications	200	0.3	39.5	51.8
	Section 504	401	0.5	40.1	52.5
	Limited English Proficient	470	0.6	24.3	49.4

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

PRELIMINARY RESULTS

Table 2. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Exceptional Students and Students with Limited English Proficiency (continued) by Subject

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
ELP	All Students	77,740	100.0	67.4	55.0
	Not Exceptional	64,111	82.6	66.7	54.5
	Academically Gifted	7,839	10.1	98.3	64.3
	Students with Disabilities	5,622	7.2		
	Behaviorally Emotionally Handicapped	621	0.8	20.6	43.7
	Hearing Impaired	79	0.1	40.5	48.4
	Educable Mentally Handicapped	672	0.9	6.1	40.5
	Specific Learning Disabled	3,455	4.5	35.6	47.9
	Speech-Language Impaired	51	0.1	27.5	48.4
	Visually Impaired	54	0.1	77.8	56.8
	Other Health Impaired	444	0.6	39.2	48.5
	Orthopedically Impaired	43	0.1	67.4	55.7
	Traumatic Brain Injured	22	0.0	*	*
	Other Exceptional Classifications	181	0.2	44.2	51.3
	Section 504	404	0.5	49.8	51.6
	Limited English Proficient	595	0.8	25.0	46.7
English I	All Students	89,775	100.0	64.6	54.5
	Not Exceptional	72,854	81.3	64.9	54.2
	Academically Gifted	9,017	10.1	99.1	65.0
	Students with Disabilities	7,763	8.7		
	Behaviorally Emotionally Handicapped	781	0.9	15.4	44.2
	Hearing Impaired	112	0.1	31.3	47.6
	Educable Mentally Handicapped	956	1.1	2.0	39.8
	Specific Learning Disabled	4,890	5.5	22.8	45.7
	Speech-Language Impaired	63	0.1	28.6	47.7
	Visually Impaired	54	0.1	53.7	51.7
	Other Health Impaired	623	0.7	34.7	48.1
	Orthopedically Impaired	45	0.1	37.8	49.2
	Traumatic Brain Injured	21	0.0	*	*
	Other Exceptional Classifications	218	0.2	36.2	48.7
	Section 504	536	0.6	41.8	50.3
	Limited English Proficient	638	0.7	23.7	46.5

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after July 16, 1999 are not included in this table.

Table 2. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Exceptional Students and Students with Limited English Proficiency (continued) by Subject

Subject	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
U.S. History	All Students	69,701	100.0	51.0	56.6
	Not Exceptional	58,756	84.5	47.7	55.9
	Academically Gifted	7,151	10.3	91.6	64.9
	Students with Disabilities	3,656	5.3		
	Behaviorally Emotionally Handicapped	225	0.3	16.4	47.7
	Hearing Impaired	68	0.1	30.9	52.4
	Educable Mentally Handicapped	469	0.7	3.0	43.7
	Specific Learning Disabled	2,339	3.4	26.4	51.0
	Speech-Language Impaired	27	0.0	*	*
	Visually Impaired	38	0.1	47.4	56.0
	Other Health Impaired	306	0.4	30.7	52.0
	Orthopedically Impaired	37	0.1	45.9	54.0
	Traumatic Brain Injured	26	0.0	*	*
	Other Exceptional Classifications	121	0.2	40.5	52.6
	Section 504	293	0.4	36.9	53.7
	Limited English Proficient	423	0.6	26.0	50.9

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 3. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Students Taking Modified Tests
by Subject

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	87,449	100.0	65.4	58.0
	Braille Edition	8	0.2	*	*
	Large Print	24	0.5	*	*
	Assistive Technology	6	0.1	*	*
	Braille Writer	4	0.1	*	*
	Cranmer Abacus	2	0.0	*	*
	Dictation to Scribe	16	0.3	*	*
	Interpreter Signs Test	4	0.1	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Text Book	583	11.5	32.2	50.4
	Test Administrator Reads Test Aloud	683	13.4	28.6	48.8
	Use of Typewriter or Word Processor	0	0.0	*	*
	Hospital/Home Testing	43	0.8	39.5	51.2
	Multiple Test Sessions	164	3.2	23.8	48.1
	Scheduled Extended Time	1,943	38.2	37.7	50.9
	Testing in a Separate Room	1,499	29.5	28.8	48.7
	English/Native Language Dictionary/Electronic Translator	82	1.6	69.5	58.4
	Other	17	0.3	*	*
Biology	All Students	76,950	100.0	57.7	56.0
	Braille Edition	6	0.1	*	*
	Large Print	21	0.3	*	*
	Assistive Technology	4	0.1	*	*
	Braille Writer	3	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	18	0.3	*	*
	Interpreter Signs Test	7	0.1	*	*
	Magnification Devices	2	0.0	*	*
	Student Marks in Text Book	689	11.3	23.5	48.6
	Test Administrator Reads Test Aloud	1,427	23.5	15.8	47.5
	Use of Typewriter or Word Processor	3	0.0	*	*
	Hospital/Home Testing	35	0.6	28.6	49.6
	Multiple Test Sessions	208	3.4	21.2	48.8
	Scheduled Extended Time	1,869	30.7	21.0	48.2
	Testing in a Separate Room	1,703	28.0	18.6	47.7
	English/Native Language Dictionary/Electronic Translator	72	1.2	19.4	48.8
	Other	16	0.3	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%

Data received from LEAs after July 16, 1999 are not included in this table.

Table 3. 1998-99 End-of-Course Multiple-Choice Test Results Performance of Students Taking Modified Tests (continued) by Subject

Course	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
ELP	All Students	77,740	100.0	67.4	55.0
	Braille Edition	8	0.1	*	*
	Large Print	33	0.5	72.7	55.6
	Assistive Technology	4	0.1	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	20	0.3	*	*
	Interpreter Signs Test	8	0.1	*	*
	Magnification Devices	5	0.1	*	*
	Student Marks in Text Book	635	8.9	28.8	46.6
	Test Administrator Reads Test Aloud	1,676	23.4	21.8	45.1
	Use of Typewriter or Word Processor	7	0.1	*	*
	Hospital/Home Testing	40	0.6	55.0	51.3
	Multiple Test Sessions	186	2.6	26.3	45.4
	Scheduled Extended Time	2,250	31.4	25.8	45.5
	Testing in a Separate Room	2,127	29.7	25.0	45.4
	English/Native Language Dictionary/Electronic Translator	144	2.0	17.4	44.7
	Other	12	0.2	*	*
English I	All Students	89,775	100.0	64.6	54.5
	Braille Edition	9	0.1	*	*
	Large Print	30	0.4	53.3	51.9
	Assistive Technology	4	0.1	*	*
	Braille Writer	4	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	14	0.2	*	*
	Interpreter Signs Test	4	0.1	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Text Book	991	12.4	16.3	44.1
	Test Administrator Reads Test Aloud	327	4.1	14.4	43.9
	Use of Typewriter or Word Processor	5	0.1	*	*
	Hospital/Home Testing	49	0.6	44.9	47.6
	Multiple Test Sessions	352	4.4	11.1	42.9
	Scheduled Extended Time	3,228	40.5	17.3	44.4
	Testing in a Separate Room	2,781	34.9	14.9	43.8
	English/Native Language Dictionary/Electronic Translator	134	1.7	18.7	45.1
	Other	26	0.3	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%.

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 3. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Students Taking Modified Tests (continued)
by Subject

Course	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
U.S. History	All Students	69,701	100.0	51.0	56.6
	Braille Edition	7	0.2	*	*
	Large Print	23	0.5	*	*
	Assistive Technology	4	0.1	*	*
	Braille Writer	4	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	16	0.4	*	*
	Interpreter Signs Test	6	0.1	*	*
	Magnification Devices	3	0.1	*	*
	Student Marks in Text Book	462	10.2	18.4	49.0
	Test Administrator Reads Test Aloud	1,057	23.3	13.8	48.0
	Use of Typewriter or Word Processor	1	0.0	*	*
	Hospital/Home Testing	39	0.9	41.0	54.7
	Multiple Test Sessions	131	2.9	18.3	47.7
	Scheduled Extended Time	1,371	30.2	17.2	48.3
	Testing in a Separate Room	1,311	28.9	14.9	48.1
	English/Native Language Dictionary/Electronic Translator	79	1.7	20.3	49.6
	Other	19	0.4	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore modification categories may not sum to 100%

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 4. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra I

	N	Percent	Percent at or above Level III
All Students	87,449	100.0	65.4
Gender			
Male	43,100	49.3	63.9
Female	44,330	50.7	66.8
Ethnic Group			
American Indian	1,077	1.2	54.4
Asian	1,783	2.0	78.9
Black	24,598	28.1	45.4
Hispanic	1,713	2.0	63.2
Multi-Racial	530	0.6	67.5
White	57,645	65.9	73.7
Other	80	0.1	51.3
Grade Level			
7	1,601	1.8	89.6
8	20,681	23.7	86.5
9	36,471	41.8	70.3
10	19,065	21.8	46.9
11	6,869	7.9	35.3
12	2,656	3.0	28.5
Post High School Plans			
Seek employment	3,002	3.5	38.6
Military service	4,749	5.5	49.3
Trade/Business school	2,059	2.4	40.1
Community/Junior college	12,072	13.9	50.4
Four-year college	53,251	61.4	74.7
Undecided	9,437	10.9	59.5
Other	2,115	2.4	49.6

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,856	16.0	95.9
B	22,663	26.2	84.3
C	23,217	26.8	64.1
D	16,621	19.2	41.9
F	10,225	11.8	23.0
Parental Education			
Less than High School	5,688	6.6	51.8
High School	26,353	30.8	58.7
Trade School	3,680	4.3	60.2
Community/Junior College	17,335	20.2	65.6
Four Year College	22,617	26.4	72.2
Graduate Degree	9,994	11.7	79.7
Hours of Homework Assigned Per Week			
None assigned	1,661	1.9	38.5
Less than 1	24,885	28.6	58.4
1 to 1.5	26,839	30.8	64.1
1.5 to 2	13,323	15.3	70.8
2 to 3	10,462	12.0	78.1
More than 3	6,989	8.0	81.9
Assigned but not done	2,881	3.3	45.3

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY
RESULTS

Table 5. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra II

	N	Percent	Percent at or above Level III
All Students	48,957	100.0	59.0
Gender			
Male	22,041	45.0	59.7
Female	26,909	55.0	58.4
Ethnic Group			
American Indian	565	1.2	34.2
Asian	1,202	2.5	72.5
Black	11,028	22.5	36.0
Hispanic	744	1.5	53.2
Multi-Racial	283	0.6	53.0
White	35,059	71.6	66.3
Other	62	0.1	48.4
Grade Level			
9	1,605	3.3	90.9
10	18,581	38.1	80.9
11	19,919	40.9	49.5
12	8,606	17.7	27.2
Post High School Plans			
Seek employment	603	1.2	38.0
Military service	1,334	2.7	41.1
Trade/Business school	535	1.1	39.6
Community/Junior college	7,336	15.1	37.4
Four-year college	35,832	73.8	65.3
Undecided	2,501	5.2	52.9
Other	417	0.9	59.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	7,952	16.3	92.0
B	12,886	26.4	76.3
C	13,335	27.3	56.0
D	9,692	19.8	35.0
F	5,009	10.2	16.9
Parental Education			
Less than High School	1,671	3.5	43.2
High School	11,983	24.9	50.7
Trade School	2,272	4.7	52.9
Community/Junior College	10,184	21.1	53.5
Four Year College	14,278	29.6	64.9
Graduate Degree	7,788	16.2	74.5
Hours of Homework Assigned Per Week			
None assigned	456	0.9	38.2
Less than 1	11,582	23.8	50.8
1 to 1.5	13,584	27.9	53.3
1.5 to 2	7,860	16.1	63.0
2 to 3	7,433	15.3	69.7
More than 3	5,916	12.2	74.8
Assigned but not done	1,838	3.8	49.3

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 6. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Biology

	N	Percent	Percent at or above Level III
All Students	76,950	100.0	57.7
Gender			
Male	38,137	49.6	58.5
Female	38,808	50.4	56.9
Ethnic Group			
American Indian	923	1.2	44.2
Asian	1,456	1.9	60.2
Black	22,243	28.9	31.3
Hispanic	1,453	1.9	45.6
Multi-Racial	417	0.5	60.2
White	50,383	65.5	69.9
Other	55	0.1	50.9
Grade Level			
9	19,696	25.7	67.9
10	50,412	65.8	56.3
11	5,126	6.7	37.4
12	1,329	1.7	36.7
Post High School Plans			
Seek employment	2,949	3.9	30.8
Military service	4,094	5.4	41.6
Trade/Business school	1,984	2.6	30.4
Community/Junior college	11,215	14.7	43.4
Four-year college	46,033	60.4	68.4
Undecided	8,067	10.6	47.6
Other	1,857	2.4	37.4

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	10,691	14.0	91.8
B	20,361	26.6	76.8
C	22,174	29.0	53.9
D	15,212	19.9	35.1
F	8,116	10.6	18.5
Parental Education			
Less than High School	5,325	7.1	33.8
High School	23,160	30.7	47.1
Trade School	3,289	4.4	55.7
Community/Junior College	15,217	20.2	58.5
Four Year College	19,397	25.7	68.5
Graduate Degree	9,081	12.0	77.9
Hours of Homework Assigned Per Week			
None assigned	2,936	3.8	41.8
Less than 1	25,537	33.4	53.6
1 to 1.5	22,993	30.0	55.7
1.5 to 2	10,236	13.4	63.9
2 to 3	7,143	9.3	69.8
More than 3	4,643	6.1	75.3
Assigned but not done	3,047	4.0	49.0

Data received from LEAs after July 16, 1999 are not included in this table

Table 7. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Chemistry

	N	Percent	Percent at or above Level III
All Students	41,262	100.0	60.4
Gender			
Male	18,046	43.7	64.3
Female	23,210	56.3	57.4
Ethnic Group			
American Indian	477	1.2	37.5
Asian	1,087	2.6	69.3
Black	8,656	21.0	37.4
Hispanic	572	1.4	50.0
Multi-Racial	202	0.5	66.8
White	30,205	73.2	67.3
Other	46	0.1	45.7
Grade Level			
9	183	0.4	65.0
10	11,059	26.9	79.0
11	24,321	59.1	56.9
12	5,617	13.6	38.9
Post High School Plans			
Seek employment	396	1.0	37.4
Military service	947	2.3	45.2
Trade/Business school	405	1.0	34.8
Community/Junior college	5,295	12.9	38.4
Four-year college	31,796	77.4	65.8
Undecided	1,904	4.6	53.1
Other	330	0.8	54.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	6,882	16.7	90.9
B	11,714	28.5	75.2
C	11,760	28.6	54.9
D	7,164	17.4	36.3
F	3,599	8.8	21.2
Parental Education			
Less than High School	1,264	3.1	41.1
High School	9,621	23.6	50.5
Trade School	1,909	4.7	56.5
Community/Junior College	8,337	20.4	54.9
Four Year College	12,536	30.7	65.0
Graduate Degree	7,162	17.5	77.4
Hours of Homework Assigned Per Week			
None assigned	692	1.7	44.4
Less than 1	11,751	28.5	54.7
1 to 1.5	11,946	29.0	57.5
1.5 to 2	6,254	15.2	64.3
2 to 3	5,070	12.3	70.2
More than 3	3,797	9.2	73.3
Assigned but not done	1,666	4.0	55.8

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 8. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking ELP

	N	Percent	Percent at or above Level III
All Students	77,740	100.0	67.4
Gender			
Male	38,766	49.9	67.6
Female	38,966	50.1	67.2
Ethnic Group			
American Indian	1,060	1.4	46.8
Asian	1,679	2.2	64.0
Black	21,311	27.4	46.4
Hispanic	1,650	2.1	52.7
Multi-Racial	515	0.7	69.9
White	51,398	66.1	77.0
Other	101	0.1	77.2
Grade Level			
9	59,794	77.3	66.9
10	10,210	13.2	64.6
11	2,471	3.2	67.0
12	4,847	6.3	79.7
Post High School Plans			
Seek employment	3,048	3.9	39.9
Military service	4,370	5.7	53.8
Trade/Business school	1,838	2.4	45.8
Community/Junior college	9,300	12.0	59.5
Four-year college	47,467	61.5	76.8
Undecided	8,811	11.4	54.4
Other	2,355	3.1	41.0

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,517	17.5	96.0
B	20,578	26.6	85.3
C	21,140	27.3	65.1
D	13,886	18.0	43.0
F	8,211	10.6	22.7
Parental Education			
Less than High School	5,531	7.2	41.3
High School	23,496	30.8	57.2
Trade School	3,243	4.2	64.5
Community/Junior College	14,524	19.0	71.8
Four Year College	19,966	26.2	77.2
Graduate Degree	9,551	12.5	84.1
Hours of Homework Assigned Per Week			
None assigned	3,550	4.6	57.0
Less than 1	28,710	37.1	66.8
1 to 1.5	22,824	29.5	66.2
1.5 to 2	10,038	13.0	71.9
2 to 3	6,128	7.9	75.4
More than 3	3,191	4.1	79.8
Assigned but not done	3,030	3.9	52.7

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 9. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking English I

	N	Percent	Percent at or above Level III
All Students	89,775	100.0	64.6
Gender			
Male	45,825	51.0	59.4
Female	43,947	49.0	69.9
Ethnic Group			
American Indian	1,400	1.6	46.4
Asian	1,567	1.7	65.9
Black	26,136	29.1	44.5
Hispanic	1,881	2.1	50.6
Multi-Racial	584	0.7	70.4
White	58,142	64.8	74.4
Other	56	0.1	57.1
Grade Level			
9	86,942	97.4	65.3
10	1,967	2.2	37.6
11	220	0.2	42.7
12	96	0.1	51.0
Post High School Plans			
Seek employment	3,646	4.1	34.4
Military service	5,412	6.1	47.2
Trade/Business school	2,131	2.4	37.0
Community/Junior college	9,339	10.5	55.7
Four-year college	53,583	60.3	75.6
Undecided	11,434	12.9	53.2
Other	3,336	3.8	33.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	12,349	13.8	92.5
B	24,420	27.4	82.5
C	25,321	28.4	63.5
D	16,900	18.9	43.5
F	10,199	11.4	26.0
Parental Education			
Less than High School	7,296	8.3	39.3
High School	28,213	32.2	55.5
Trade School	3,718	4.2	59.1
Community/Junior College	16,721	19.1	69.5
Four Year College	21,903	25.0	75.5
Graduate Degree	9,856	11.2	82.1
Hours of Homework Assigned Per Week			
None assigned	3,561	4.0	40.4
Less than 1	29,705	33.3	59.8
1 to 1.5	27,286	30.6	65.4
1.5 to 2	12,683	14.2	72.4
2 to 3	8,067	9.0	77.1
More than 3	4,540	5.1	82.1
Assigned but not done	3,386	3.8	44.4

Data received from LEAs after July 16, 1999 are not included in this table

PRELIMINARY RESULTS

Table 10. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Geometry

	N	Percent	Percent at or above Level III
All Students	60,413	100.0	58.3
Gender			
Male	27,862	46.1	62.0
Female	32,546	53.9	55.2
Ethnic Group			
American Indian	702	1.2	30.9
Asian	1,303	2.2	67.2
Black	15,195	25.2	30.2
Hispanic	998	1.7	49.9
Multi-Racial	338	0.6	64.2
White	41,794	69.2	68.9
Other	70	0.1	57.1
Grade Level			
9	17,781	30.0	86.6
10	25,876	43.7	55.8
11	12,033	20.3	29.1
12	3,525	6.0	22.5
Post High School Plans			
Seek employment	1,012	1.7	36.7
Military service	2,094	3.5	41.8
Trade/Business school	927	1.5	36.7
Community/Junior college	8,205	13.7	36.8
Four-year college	42,516	70.8	65.1
Undecided	4,539	7.6	53.1
Other	796	1.3	52.0

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,385	15.6	94.7
B	15,361	25.5	79.6
C	16,157	26.8	56.0
D	12,139	20.2	32.3
F	7,165	11.9	14.8
Parental Education			
Less than High School	2,560	4.3	40.4
High School	15,950	26.8	48.0
Trade School	2,480	4.2	55.2
Community/Junior College	12,597	21.2	53.6
Four Year College	17,444	29.3	65.9
Graduate Degree	8,457	14.2	77.0
Hours of Homework Assigned Per Week			
None assigned	753	1.2	41.4
Less than 1	16,379	27.2	51.9
1 to 1.5	18,017	29.9	53.8
1.5 to 2	9,371	15.6	61.9
2 to 3	7,981	13.2	70.5
More than 3	5,549	9.2	75.7
Assigned but not done	2,200	3.7	48.1

Data received from LEAs after July 16, 1999 are not included in this table

PRELIMINARY RESULTS

Table 11. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physical Science

	N	Percent	Percent at or above Level III
All Students	66,838	100.0	55.6
Gender			
Male	33,897	50.7	58.6
Female	32,932	49.3	52.5
Ethnic Group			
American Indian	974	1.5	34.2
Asian	1,128	1.7	52.7
Black	20,278	30.3	31.6
Hispanic	1,486	2.2	41.8
Multi-Racial	453	0.7	61.4
White	42,445	63.5	68.1
Other	55	0.1	45.5
Grade Level			
9	53,182	80.8	56.2
10	8,617	13.1	53.8
11	2,749	4.2	46.9
12	1,269	1.9	49.1
Post High School Plans			
Seek employment	2,897	4.4	32.8
Military service	4,232	6.4	44.8
Trade/Business school	1,858	2.8	32.6
Community/Junior college	8,506	12.8	47.5
Four-year college	38,020	57.3	65.1
Undecided	8,507	12.8	46.9
Other	2,329	3.5	32.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	8,642	13.0	90.5
B	16,254	24.4	76.5
C	19,061	28.7	54.5
D	13,602	20.5	35.3
F	8,928	13.4	17.7
Parental Education			
Less than High School	5,414	8.3	33.3
High School	22,073	33.7	47.3
Trade School	2,960	4.5	54.1
Community/Junior College	13,358	20.4	60.7
Four Year College	15,720	24.0	66.2
Graduate Degree	6,025	9.2	72.1
Hours of Homework Assigned Per Week			
None assigned	3,525	5.3	41.5
Less than 1	25,323	38.0	54.5
1 to 1.5	19,485	29.2	55.5
1.5 to 2	8,034	12.1	61.1
2 to 3	4,824	7.2	66.7
More than 3	2,420	3.6	69.4
Assigned but not done	3,014	4.5	40.6

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 12. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physics

	N	Percent	Percent at or above Level III
All Students	11,223	100.0	72.1
Gender			
Male	6,000	53.5	78.7
Female	5,223	46.5	64.5
Ethnic Group			
American Indian	97	0.9	36.1
Asian	505	4.5	77.6
Black	1,565	13.9	45.8
Hispanic	138	1.2	63.0
Multi-Racial	64	0.6	71.9
White	8,844	78.8	76.9
Other	8	0.1	*
Grade Level			
10	345	3.1	88.1
11	3,684	33.0	78.9
12	7,151	64.0	67.7
Post High School Plans			
Seek employment	72	0.7	56.9
Military service	172	1.6	64.5
Trade/Business school	71	0.6	60.6
Community/Junior college	832	7.5	49.3
Four-year college	9,577	86.7	74.4
Undecided	225	2.0	70.7
Other	100	0.9	76.0

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	2,800	25.1	92.2
B	3,914	35.0	77.7
C	2,963	26.5	59.9
D	1,138	10.2	48.6
F	358	3.2	33.5
Parental Education			
Less than High School	213	1.9	51.6
High School	2,009	18.3	62.0
Trade School	435	4.0	64.1
Community/Junior College	1,775	16.2	63.7
Four Year College	3,720	34.0	75.9
Graduate Degree	2,805	25.6	82.7
Hours of Homework Assigned Per Week			
None assigned	323	2.9	60.1
Less than 1	3,594	32.1	69.6
1 to 1.5	2,838	25.3	69.8
1.5 to 2	1,538	13.7	74.8
2 to 3	1,215	10.8	78.4
More than 3	915	8.2	76.2
Assigned but not done	785	7.0	76.8

Data received from LEAs after July 16, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 13. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking U.S. History

	N	Percent	Percent at or above Level III
All Students	69,701	100.0	51.0
Gender			
Male	33,460	48.0	55.1
Female	36,235	52.0	47.2
Ethnic Group			
American Indian	880	1.3	29.5
Asian	1,431	2.1	58.7
Black	19,499	28.0	29.4
Hispanic	1,177	1.7	42.4
Multi-Racial	349	0.5	60.5
White	46,279	66.4	60.4
Other	68	0.1	48.5
Grade Level			
9	1,114	1.6	45.2
10	4,299	6.2	28.2
11	58,733	84.4	53.9
12	5,438	7.8	38.8
Post High School Plans			
Seek employment	2,798	4.0	25.4
Military service	3,420	4.9	36.3
Trade/Business school	1,811	2.6	29.2
Community/Junior college	14,448	20.9	32.4
Four-year college	39,753	57.4	64.3
Undecided	5,715	8.3	38.7
Other	1,282	1.9	36.9

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	8,984	13.0	87.3
B	18,299	26.4	70.0
C	21,524	31.0	46.4
D	14,862	21.4	26.8
F	5,702	8.2	14.4
Parental Education			
Less than High School	4,150	6.0	26.5
High School	20,333	29.6	39.1
Trade School	3,560	5.2	49.2
Community/Junior College	14,537	21.2	49.3
Four Year College	17,080	24.9	61.6
Graduate Degree	9,024	13.1	74.6
Hours of Homework Assigned Per Week			
None assigned	2,517	3.6	42.7
Less than 1	20,485	29.5	44.4
1 to 1.5	19,707	28.4	45.3
1.5 to 2	9,735	14.0	53.5
2 to 3	7,654	11.0	62.0
More than 3	6,825	9.8	74.0
Assigned but not done	2,542	3.7	54.6

Data received from LEAs after July 16, 1999 are not included in this table

PRELIMINARY RESULTS

Table 14. 1998-99 End-of-Course Goal Summary Report
Algebra I

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1994 State Average of 55.1 is the point of comparison for Algebra 1 Scale Scores	87,451	81	58.0
GOAL 1: Use the Language of		24	51.3
GOAL 2: Perform operations with real numbers		60	55.7
GOAL 3: Solve equations and inequalities with one variable		78	54.0
GOAL 4: Demonstrate an elementary understanding of relations and functions		60	53.4
GOAL 5: Graph and use linear equations and inequalities		66	55.7
GOAL 6: Graph and solve systems of linear equations and inequalities		42	55.3
GOAL 7: Perform operations with polynomials		66	55.5
GOAL 8: Work with ratios, proportions, and percents		24	53.6
GOAL 9: Explore, graph, and interpret nonlinear equations		66	55.8
Basic Operations and Equations (Goals 1-3)		162	55.9
Linear Relationships (Goals 4-6)		168	56.9
Ratios, Proportions and Percents, and Non-linear Relationships (Goals 7-9)		156	57.6

NUMBER OF STUDENTS TAKING FORM	M	P	Q	R	S	T	U	V
	5,236	0	5,223	24,052	0	23,971	23,789	5,180

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after July 27, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 15. 1998-99 End-of-Course Goal Summary Report
Biology

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 State Average of 55.5 is a point of comparison for Biology Scale Scores.	76,944	95	56.0
SKILL GOALS			
GOAL 1: Develop an Understanding of the Nature of Science		23	51.8
GOAL 2: Develop the Ability to Use Science Process Skills		379	55.4
GOAL 3; Develop the Ability to Use Science Manipulative Skills		21	51.7
GOAL 5: Have an Understanding of the Relevance of Current Topics in Biology		36	53.3
Conceptual Knowledge: Understand the Fundamental Concepts, Principles, and Facts of Science		298	55.4
CONTENT GOALS			
GOAL 6: Understand the Chemical and Physical Basis of Life.		241	53.7
GOAL 7: Understand the Continuity of Life		303	55.4
GOAL 8: Have an Understanding of Ecology		212	56.1

NUMBER OF STUDENTS TAKING FORM	J	K	L	M	N	O	P	Q
	8,258	17,545	3	2	8,145	8,144	17,497	17,350

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after July 27, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 16. 1998-99 End-of-Course Goal Summary Report Economic, Legal, and Political Systems

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 State Average of 53.8 is the point of comparison for ELP Scale Scores	77,740	100	55.0
GOAL 1: Awareness and Understanding of Issues and Problems Confronting the American Economic, Legal, and Political Systems		64	51.9
GOAL 2: Knowledge of the Rights and an Understanding of the Obligations of Responsible Citizenship		79	52.3
GOAL 3: Understand How and Why Individuals and Groups Make Economic Decisions		70	52.9
GOAL 4: Features of the United States Economic System		77	52.8
GOAL 5: Factors Influencing the United States Economy		79	53.5
GOAL 6: Understand the Function and Importance of the North Carolina and United States Constitutions		79	54.0
GOAL 7: Know the Structure and Functions of Local, State, and National Governments and Understand their Relationship		70	53.8
GOAL 8: Understand Why Laws are Needed and How they are Enacted, Implemented, and Enforced		77	54.0
GOAL 9: Understand How Political and Legal Systems Provide for Balancing Competing Interests and Resolving Conflicts		70	53.9
GOAL 10: Understand the Influence of Ethical and Moral Principles and Religious Beliefs on the Development of our Economic, Legal, and Political Systems		35	53.6
Economics		369	53.9
Law and Government		331	55.5

NUMBER OF STUDENTS TAKING FORM	A	B	D	E	F	G	H
	8,056	18,009	1	7,988	8,006	17,779	17,901

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after July 26, 1999 are not included in this table.

Table 17. 1998-99 End-of-Course Goal Summary Report
English I

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 State Average of 53.1 is the point of comparison for English 1 Scale Scores	89,782	72	54.5
GOAL 1: Use strategies and processes that enhance control of communication skills development		244	52.9
GOAL 2: Use language for the acquisition, interpretation, and application of information		230	54.9
OBJ 2.1: Identify, collect, or select information and ideas		37	52.6
OBJ 2.2: Analyze, synthesize, and organize information and discover related ideas, concepts, and generalizations		147	54.4
OBJ 2.3: Apply, extend, and expand on information and concepts		46	52.6
GOAL 3: Use language for critical analysis and evaluation		101	53.5
GOAL 4: Use language for aesthetic and personal response (not tested)			
Editing		240	52.8
Textual Analysis		335	54.9

NUMBER OF STUDENTS TAKING FORM	J	L	M	N	O	P	Q	R
	21,059	8,874	13	13	21,099	8,944	8,795	20,985

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after July 28, 1999 are not included in this table.

PRELIMINARY RESULTS

Table 18. 1998-99 End-of-Course Goal Summary Report U.S. History

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 State Average of 56.2 is the point of comparison for U.S. History Scale Scores.	69,706	99	56.6
GOAL 1: Analyze elements in the American Colonial experience that led to separation from England		64	52.7
GOAL 2: Apply ideas of self government as expressed in America's founding documents		74	53.0
GOAL 3: Judge effectiveness of the institutions of the new nation in completing its independence (1781-1815)		53	52.3
GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850		85	52.8
GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government		63	53.7
GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries		54	52.1
GOAL 7: Analyze the causes and effects of the United States involvement in international affairs		90	53.1
GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s		72	53.5
GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era		89	54.2
GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century		90	55.6
GOAL 11: Analyze changes in American political life in the last half-century		90	55.1
GOAL 12: Evaluate the conduct of United States foreign policy over the last half-century		71	54.7

NUMBER OF STUDENTS TAKING FORM	M	O	P	Q	T	U	V	W	X
	7,019	16,321	3	16,251	6,975	16,210	1	3	6,923

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after July 28, 1999 are not included in this table.

Table 19. 1998-99 End-of-Course Distribution of Scale Scores
Algebra I

PRELIMINARY RESULTS

Number of Students with Valid Scores*	87,451	High Score	87
		Low Score	23
Mean	58.0	Achievement Level Ranges	
		Level I	23-44
Standard Deviation	9.6	Level II	45-54
		Level III	55-65
		Level IV	66-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
87	16	87451	0.02	100.00
86	10	87435	0.01	99.98
85	54	87425	0.06	99.97
84	56	87371	0.06	99.91
83	101	87315	0.12	99.84
82	157	87214	0.18	99.73
81	133	87057	0.15	99.55
80	315	86924	0.36	99.40
79	168	86609	0.19	99.04
78	267	86441	0.31	98.85
77	503	86174	0.58	98.54
76	603	85671	0.69	97.96
75	701	85068	0.80	97.28
74	757	84367	0.87	96.47
73	1157	83610	1.32	95.61
72	1393	82453	1.59	94.28
71	1515	81060	1.73	92.69
70	1390	79545	1.59	90.96
69	2570	78155	2.94	89.37
68	1732	75585	1.98	86.43
67	3193	73853	3.65	84.45
66	2415	70660	2.76	80.80
65	3575	68245	4.09	78.04
64	2186	64670	2.50	73.95
63	3408	62484	3.90	71.45
62	4166	59076	4.76	67.55
61	4318	54910	4.94	62.79
60	2509	50592	2.87	57.85
59	4195	48083	4.80	54.98
58	3867	43888	4.42	50.19
57	3025	40021	3.46	45.76
56	3561	36996	4.07	42.30
55	3143	33435	3.59	38.23
54	3206	30292	3.76	34.64
53	2849	27006	3.26	30.88
52	2447	24157	2.80	27.62
51	3131	21710	3.58	24.83
50	1928	18579	2.20	21.25
49	2165	16651	2.48	19.04
48	2192	14486	2.51	16.56
47	1637	12294	1.87	14.06
46	1349	10657	1.54	12.19
45	1324	9308	1.51	10.64
44	1144	7984	1.31	9.13
43	1332	6840	1.52	7.82
42	944	5508	1.08	6.30
41	854	4564	0.98	5.22
40	730	3710	0.83	4.24
39	716	2980	0.82	3.41
38	538	2264	0.62	2.59
37	439	1726	0.50	1.97
36	412	1287	0.47	1.47
35	293	875	0.34	1.00
34	224	582	0.26	0.67
33	127	358	0.15	0.41
32	96	231	0.11	0.26
31	63	135	0.07	0.15
30	26	72	0.03	0.08
29	18	46	0.02	0.05
Less than 28	28	28	0.03	0.03

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 20. 1998-99 End-of-Course Distribution of Scale Scores
Biology

PRELIMINARY RESULTS

Number of Students with Valid Scores*	76,944
Mean	56.0
Standard Deviation	8.5

High Score	86
Low Score	25

Achievement Level Ranges

Level I	26-46
Level II	47-54
Level III	55-64
Level IV	65-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
86	4	76944	0.01	100.00
85	3	76940	0.00	99.99
84	2	76937	0.00	99.99
83	16	76935	0.02	99.99
82	20	76919	0.03	99.97
81	8	76899	0.01	99.94
80	38	76891	0.05	99.93
79	70	76853	0.09	99.88
78	106	76783	0.14	99.79
77	120	76677	0.16	99.65
76	223	76557	0.29	99.50
75	296	76334	0.38	99.21
74	301	76038	0.39	98.82
73	457	75737	0.59	98.43
72	633	75280	0.82	97.84
71	814	74647	1.06	97.01
70	871	73833	1.13	95.96
69	1220	72962	1.59	94.82
68	1373	71742	1.78	93.24
67	1660	70369	2.16	91.45
66	1735	68709	2.25	89.30
65	2268	66974	2.95	87.04
64	2528	64706	3.29	84.09
63	2523	62178	3.28	80.81
62	2833	59655	3.68	77.53
61	3340	56822	4.34	73.85
60	3283	53482	4.27	69.51
59	3573	50199	4.64	65.24
58	3564	46626	4.63	60.60
57	3596	43062	4.67	55.97
56	3713	39466	4.83	51.29
55	3207	35753	4.17	46.47
54	3300	32546	4.29	42.30
53	3583	29246	4.66	38.01
52	3207	25663	4.17	33.35
51	2102	22456	2.73	29.18
50	3323	20354	4.32	26.45
49	1624	17031	2.11	22.13
48	3063	15407	3.98	20.02
47	1458	12344	1.89	16.04
46	1676	10886	2.18	14.15
45	1477	9210	1.92	11.97
44	1711	7733	2.22	10.05
43	1137	6022	1.48	7.83
42	899	4885	1.17	6.35
41	832	3986	1.08	5.18
40	733	3154	0.95	4.10
39	698	2421	0.91	3.15
38	510	1723	0.66	2.24
37	464	1213	0.60	1.58
36	228	749	0.30	0.97
35	214	521	0.28	0.68
34	133	307	0.17	0.40
33	69	174	0.09	0.23
32	38	105	0.05	0.14
31	18	67	0.02	0.09
30	6	49	0.01	0.06
29	1	43	0.00	0.06
28	7	42	0.01	0.05
27	19	35	0.02	0.05
26	8	16	0.01	0.02
25	8	8	0.01	0.01

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

Table 21. 1998-99 End-of-Course Distribution of Scale Scores
Economic, Legal, and Political Systems

PRELIMINARY RESULTS

Number of Students with Valid Scores*	77,740	High Score	84
		Low Score	21
Mean	55.0	Achievement Level Ranges	
		Level I	21-42
Standard Deviation	9.0	Level II	43-51
		Level III	52-60
		Level IV	61-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
84	1	77740	0.00	100.00
83	6	77739	0.01	100.00
82	8	77733	0.01	99.99
81	9	77725	0.01	99.98
80	13	77716	0.02	99.97
79	24	77703	0.03	99.95
78	37	77679	0.05	99.92
77	106	77642	0.14	99.87
76	77	77536	0.10	99.74
75	180	77459	0.23	99.64
74	232	77279	0.30	99.41
73	337	77047	0.43	99.11
72	618	76710	0.79	98.68
71	700	76092	0.90	97.88
70	847	75392	1.09	96.98
69	955	74545	1.23	95.89
68	1372	73590	1.76	94.66
67	1709	72218	2.20	92.90
66	1310	70509	1.69	90.70
65	2429	69199	3.12	89.01
64	2480	66770	3.19	85.89
63	2503	64290	3.22	82.70
62	3225	61787	4.15	79.48
61	2838	58562	3.65	75.33
60	2818	55724	3.62	71.68
59	3661	52906	4.71	68.06
58	3582	49245	4.61	63.35
57	3468	45663	4.46	58.74
56	3550	42195	4.57	54.28
55	3258	38645	4.19	49.71
54	3440	35387	4.43	45.52
53	3205	31947	4.12	41.09
52	3380	28742	4.35	36.97
51	2701	25362	3.47	32.62
50	2478	22661	3.19	29.15
49	2391	20183	3.08	25.96
48	2328	17792	2.99	22.89
47	1946	15464	2.50	19.89
46	1478	13518	1.90	17.39
45	1784	12040	2.29	15.49
44	1437	10256	1.85	13.19
43	952	8819	1.22	11.34
42	1425	7867	1.83	10.12
41	851	6442	1.09	8.29
40	790	5591	1.02	7.19
39	1228	4801	1.58	6.18
38	675	3573	0.87	4.60
37	531	2898	0.68	3.73
36	527	2367	0.68	3.04
35	668	1840	0.86	2.37
34	331	1172	0.43	1.51
33	367	841	0.47	1.08
32	207	474	0.27	0.61
31	125	267	0.16	0.34
30	75	142	0.10	0.18
29	20	67	0.03	0.09
28	7	47	0.01	0.06
27	5	40	0.01	0.05
26	3	35	0.00	0.05
25	9	32	0.01	0.04
Less than 24	23	23	0.03	0.03

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 22. 1998-99 End-of-Course Distribution of Scale Scores

English I

PRELIMINARY RESULTS

Number of Students with Valid Scores*	89,782	High Score	83
		Low Score	22
Mean	54.5	Achievement Level Ranges	
		Level I	22-42
Standard Deviation	8.7	Level II	43-51
		Level III	52-60
		Level IV	61-85

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
83	5	89782	0.01	100.00
82	3	89777	0.00	99.99
81	16	89774	0.02	99.99
80	23	89758	0.03	99.97
79	34	89735	0.04	99.95
78	83	89701	0.09	99.91
77	29	89618	0.03	99.82
76	166	89589	0.18	99.79
75	225	89423	0.25	99.60
74	152	89198	0.17	99.35
73	379	89046	0.42	99.18
72	544	88667	0.61	98.76
71	663	88123	0.74	98.15
70	844	87460	0.94	97.41
69	975	86616	1.09	96.47
68	1144	85641	1.27	95.39
67	1552	84497	1.73	94.11
66	2451	82945	2.73	92.38
65	1785	80494	1.99	89.65
64	2688	78709	2.99	87.67
63	2990	76021	3.33	84.67
62	2495	73031	2.78	81.34
61	3366	70536	3.75	78.56
60	3871	67170	4.31	74.81
59	4038	63299	4.50	70.50
58	3286	59261	3.66	66.01
57	4546	55975	5.06	62.35
56	3790	51429	4.22	57.28
55	3973	47639	4.43	53.06
54	4127	43666	4.60	48.64
53	3720	39539	4.14	44.04
52	3991	35819	4.45	39.90
51	2858	31828	3.18	35.45
50	4656	28970	5.19	32.27
49	2279	24314	2.54	27.08
48	2668	22035	2.97	24.54
47	2898	19367	3.23	21.57
46	2418	16469	2.69	18.34
45	2421	14051	2.70	15.65
44	1653	11630	1.84	12.95
43	1586	9977	1.77	11.11
42	1362	8391	1.52	9.35
41	1254	7029	1.40	7.83
40	1142	5775	1.27	6.43
39	962	4633	1.07	5.16
38	831	3671	0.93	4.09
37	730	2840	0.81	3.16
36	580	2110	0.65	2.35
35	467	1530	0.52	1.70
34	382	1063	0.43	1.18
33	231	681	0.26	0.76
32	182	450	0.20	0.50
31	140	268	0.16	0.30
30	49	128	0.05	0.14
29	22	79	0.02	0.09
28	10	57	0.01	0.06
27	5	47	0.01	0.05
26	1	42	0.00	0.05
25	12	41	0.01	0.05
24	13	29	0.01	0.03
23	10	16	0.01	0.02
22	6	6	0.01	0.01

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

Table 23. 1998-99 End-of-Course Distribution of Scale Scores
U.S. History

PRELIMINARY RESULTS

Number of Students with Valid Scores*	69,706	High Score	86
		Low Score	25
Mean	56.6		
Standard Deviation	8.3		

Achievement Level Ranges

Level I	27-47
Level II	48-56
Level III	57-64
Level IV	65-88

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
86	2	69706	0.00	100.00
84	4	69704	0.01	100.00
83	5	69700	0.01	99.99
82	11	69695	0.02	99.98
81	20	69684	0.03	99.97
80	27	69664	0.04	99.94
79	38	69637	0.05	99.90
78	64	69599	0.09	99.85
77	166	69535	0.24	99.75
76	164	69369	0.24	99.52
75	238	69205	0.34	99.28
74	352	68967	0.50	98.94
73	509	68615	0.73	98.43
72	626	68106	0.90	97.70
71	632	67480	0.91	96.81
70	1066	66848	1.53	95.90
69	1153	65782	1.65	94.37
68	1375	64629	1.97	92.72
67	1572	63254	2.26	90.74
66	1622	61682	2.33	88.49
65	2413	60060	3.46	86.16
64	2269	57647	3.26	82.70
63	2596	55378	3.72	79.45
62	2842	52782	4.08	75.72
61	3364	49940	4.83	71.64
60	2804	46576	4.02	66.82
59	2881	43772	4.13	62.80
58	3299	40891	4.73	58.66
57	3442	37592	4.94	53.93
56	3436	34150	4.93	48.99
55	3191	30714	4.58	44.06
54	3051	27523	4.38	39.48
53	3125	24472	4.48	35.11
52	2480	21347	3.56	30.62
51	2222	18867	3.19	27.07
50	2427	16645	3.48	23.88
49	2546	14218	3.65	20.40
48	1639	11672	2.35	16.74
47	1739	10033	2.49	14.39
46	1621	8294	2.33	11.90
45	1045	6673	1.50	9.57
44	1331	5628	1.91	8.07
43	877	4297	1.26	6.16
42	687	3420	0.99	4.91
41	622	2733	0.89	3.92
40	520	2111	0.75	3.03
39	544	1591	0.78	2.28
38	398	1047	0.57	1.50
37	226	649	0.32	0.93
36	132	423	0.19	0.61
35	147	291	0.21	0.42
34	44	144	0.06	0.21
33	38	100	0.05	0.14
32	24	62	0.03	0.09
31	5	38	0.01	0.05
30	4	33	0.01	0.05
29	1	29	0.00	0.04
28	1	28	0.00	0.04
27	16	27	0.02	0.04
26	3	11	0.00	0.02
25	8	8	0.01	0.01

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 4, 1999 are not included in this table.

Table 24. 1998-1999 End-of-Course Multiple-Choice Test Results
Algebra I – Mean Scale Score by LEA (Maximum=87)

PRELIMINARY RESULTS

State	Mean Score'	1999 LEA Performance
	76.0	Magellan**
	...	
	66.5	Exploris**
	66.0	Lake Norman**
	...	
	65.0	Arapahoe**
	64.5	Chatham Charter**
	...	
	63.5	Watauga
	63.0	Buncombe, Cabarrus, Chapel Hill-Carrboro City, Elkin City, MAST**, Summit Charter**, Transylvania
	62.5	Hickory City
	62.0	Carteret, Henderson, Perquimans
	61.5	Burke, Graham, Granville, Jackson, Newton Conover City, Polk, Wake
	61.0	Ashe, Cherokee, Clay, Dare, Edgecombe, Greene, Haywood, Johnston, Pitt, Surry, Wilson
	60.5	Mount Airy City, Randolph, Winston-Salem/Forsyth
	60.0	Alexander, Catawba, Davidson, Davie, Gates, Iredell-Statesville, Lenoir, Union, Wilkes, Yancey
	59.5	Craven, Currituck, Madison, Mooresville City, Onslow, Pamlico, Rowan-Salisbury
	59.0	Downtown Middle**, Lee, Macon, NC School of Maritime Studies**, Orange, Scotland, Stanly
	58.5	Alamance-Burlington, Asheboro City, Caldwell, Cleveland, McDowell, New Hanover
1999 State	58.0	Asheville City, Beaufort, Chatham, Clinton City, Edenton/Chowan, Gaston, Kings Mountain City, Moore, Nash-Rocky Mount, Rutherford, Stokes, Swain, Wayne
	57.5	Anson, Camden, Harnett, New Century School**, Roanoke Rapids City, Rockingham, Shelby City
1998 State	57.0	Brunswick, Kannapolis City, Lincoln, Pender, Thomasville City
	56.5	Duplin, Durham, Martin, Person, Sampson, Whiteville City
1997 State	56.0	Guilford, Lexington City
1994 State	55.5	Alleghany, Robeson
1995, 1996 State	55.0	Columbus, Cumberland, Franklin, Richmond, Tyrrell, Vance, Yadkin
	54.5	Avery, Hyde, Northampton
	54.0	Bladen, Charlotte/Mecklenburg
	53.5	Hoke, Montgomery
	53.0	Halifax, Mitchell
	52.5	Caswell, Elizabeth City/Pasquotank, Warren
	52.0	Bertie, Grandfather Academy**
	...	
	50.5	Washington, Woods Charter**
	50.0	Jones, Weldon City
	...	
	48.5	Hertford
	...	
	45.0	Kestrel Heights**, Laurinburg**
	...	
	41.5	Right Step**
	41.0	River Mill Charter**
	...	
	39.5	Lift Academy**
	...	
	37.5	Lakeside School**
	•	C.G. Woodson**, J.H. Baker Jr High**, Kennedy Charter**, Orange Co. Charter**

Notes: 'Scale scores are rounded up to the nearest five-tenths of a point. •Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 25. 1998-1999 End-of-Course Multiple-Choice Test Results
Biology -- Mean Scale Score by LEA (Maximum=87)

PRELIMINARY RESULTS

State	Mean Score'	1999 LEA Performance
	69.1	New Century School**
	...	
	61.3	Chapel Hill-Carrboro City
	...	
	60.3	Cherokee
	60.1	New Hanover
	59.9	Transylvania
	...	
	59.5	Graham, Swain
	59.3	Burke, Elkin City
	...	
	58.7	Buncombe, Cabarrus, Polk, Whiteville City
	58.5	Dare, Henderson
	58.3	Wake, Yancey
	58.1	Hickory City, Macon, River Mill Charter**, Watauga
	57.9	Davie, Onslow
	57.7	Lexington City, Orange, Wilkes
	57.5	Alexander, Haywood, Stokes
	57.3	Clay, Gaston, Lee, Surry
	57.1	Martin, McDowell, Mooresville City
	56.9	Asheville City, Carteret, Cleveland, Jackson, Newton Conover City, Stanly
	56.7	Asheboro City, Avery, Madison
	56.5	Johnston, Mount Airy City, Perquimans, Person, Randolph
1998 State	56.3	Union
1999 State	56.1	Duplin, Guilford, Woods Charter**
1997 State	55.9	Granville, Kings Mountain City, NC School of Maritime Studies**, Rutherford, Scotland, Winston-Salem/Forsyth, Yadkin
	55.7	Clinton City, Harnett, Iredell-Statesville, Kannapolis City, Lincoln, Moore, Roanoke Rapids City
1995, 1996 State	55.5	Alleghany, Ashe, Catawba, Charlotte/Mecklenburg, Chatham, Craven, Edgecombe
	55.3	Davidson, Northampton, Pender, Shelby City
	55.1	Durham, Nash-Rocky Mount, Pitt
	54.9	Brunswick, Rockingham, Rowan-Salisbury
	...	
	54.5	Alamance-Burlington, Camden, Currituck, Franklin, Wayne
	54.3	Caldwell, Vance, Wilson
	54.1	Caswell, Cumberland
	53.9	Columbus, Jones
	53.7	Bladen, Richmond, Sampson
	53.5	Beaufort, Robeson
	53.3	Edenton/Chowan, Gates, Lenoir, Montgomery
	53.1	Pamlico
	52.9	Tyrrell
	52.7	Hyde
	...	
	52.3	Thomasville City
	...	
	51.9	Warren
	...	
	51.5	Hoke
	51.3	Elizabeth City/Pasquotank
	...	
	50.9	Anson
	...	
	50.5	Halifax
	50.3	Bertie
	50.1	Greene, Weldon City
	49.9	Hertford
	49.7	Washington
	...	
	47.9	Kestrel Heights**
	...	
	47.3	J.H. Baker Jr High**
	...	
	46.7	Mitchell
	...	
	44.9	Right Step**
	...	
	42.5	C.G. Woodson**
	42.3	Lift Academy**
	42.1	Lakeside School**
	41.9	Laurinburg**
	*	Grandfather Academy**

Notes: 'Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix. Data received from LEAs after July 16, 1999 are not included in this table.

Table 26. 1998-1999 End-of-Course Multiple-Choice Test Results
ELP -- Mean Scale Score by LEA (Maximum=87)

PRELIMINARY RESULTS

State	Mean Score[1]	1999 LEA Performance
	61.3	Yancey
	61.1	Cherokee
	60.7	Chapel Hill-Carrboro City
	60.5	Currituck, Swain
	60.3	Madison
	59.7	Brunswick, Hyde, Polk
	59.5	Beaufort, Johnston
	59.3	Dare, Randolph
	58.7	Scotland
	58.3	New Century School**
	58.1	Rowan-Salisbury
	57.7	Edgecombe
	57.5	Graham, Mitchell, Transylvania
	57.3	Cabarrus
	57.1	Asheville City, Cleveland, Watauga
	56.9	Buncombe, Elkin City, Hickory City, Pitt
	56.7	Guilford, Kannapolis City, Northampton, Orange, Whiteville City
	56.5	Iredell-Statesville, Wake, Wilkes
	56.3	Avery, Wilson
	56.1	Granville, Harnett, Jones, Surry
	55.9	Davidson, Henderson
	55.7	Burke, McDowell, Newton Conover City
	55.5	Greene, Onslow, Wayne
	55.3	Ashe, Yadkin
1999 State	55.1	Carteret, Catawba, Lee, Lenoir, Macon, Mooresville City, New Hanover, Winston-Salem/Forsyth
1998 State	54.9	Craven, Davie, Gaston, Jackson, Martin, Pamlico
	54.7	Kings Mountain City, Person, Stokes
	54.5	Shelby City, Union
	54.3	Asheboro City, Cumberland, Haywood, Montgomery, Pender, Stanly
	54.1	Franklin, Lincoln, Moore, Mount Airy City, Sampson
1997 State	53.9	Bertie, Caswell, Rockingham
	53.7	Clay, Columbus, Roanoke Rapids City
	53.5	Alleghany, Charlotte/Mecklenburg, Durham, Nash-Rocky Mount, Perquimans
	53.3	Alamance-Burlington, Edenton/Chowan, Elizabeth City/Pasquotank, Hoke
	53.1	Clinton City, Duplin, Hertford
	52.9	Caldwell, Chatham
	52.7	Rutherford
	52.5	Alexander, Camden, Lexington City
	51.9	Bladen, NC School of Maritime Studies**, Vance
	51.5	Richmond, Tyrrell
	51.3	Thomasville City
	51.1	Anson
	50.9	Robeson
	50.7	Halifax
	50.3	Washington
	49.9	Woods Charter**
	48.9	Weldon City
	48.5	Gates, Warren
	45.5	River Mill Charter**
	42.9	Lakeside School**
	42.5	C.G. Woodson**
	42.1	Right Step**
	36.9	Kennedy Charter**
	*	Grandfather Academy**, J.H. Baker Jr High**

Notes: [1]Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 27. 1998-1999 End-of-Course Multiple-Choice Test Results
English I -- Mean Scale Score by LEA (Maximum=85)

PRELIMINARY RESULTS

State	Mean Score[†]	1999 LEA Performance
	61.7	Chapel Hill-Carrboro City
	...	
	59.5	Clay
	...	
	58.9	New Century School**
	...	
	58.5	Elkin City
	58.3	Yancey
	...	
	57.5	Mitchell, Watauga
	...	
	57.1	Cherokee
	56.9	Buncombe
	56.7	New Hanover, Transylvania, Wake
	56.5	Asheville City, Dare, Swain
	56.3	Cabarrus, Roanoke Rapids City
	56.1	Mooresville City, Union
	55.9	Burke, Graham, Johnston, Macon, McDowell, Newton Conover City, Pender, Whiteville City
	55.7	Henderson, Jackson, Orange, Person, Shelby City, Stanly, Winston-Salem/Forsyth
	55.5	Caswell, Haywood, Pitt
	55.3	Craven, Davie, Pamlico
	...	
	54.9	Alexander, Carteret, Guilford, Lee, Lincoln, Rockingham
	54.7	Asheboro City, Cleveland, Moore, Onslow, Polk, Rowan-Salisbury, Surry
1999 State	54.5	Durham, Harnett, Wilkes
	54.3	Ashe, Chatham, Davidson, Randolph
	54.1	Alamance-Burlington, Avery, Catawba, Iredell-Statesville, Lenoir, Mount Airy City, Perquimans, Yadkin
	53.9	Caldwell, Charlotte/Mecklenburg, Cumberland, Currituck, Wayne
1998 State	53.7	Duplin, Gates, Nash-Rocky Mount, Sampson, Wilson
	53.5	Clinton City, Edgecombe, Kannapolis City, Martin
1997 State	53.3	Gaston
1995, 1996 State	53.1	Granville, Kings Mountain City, Richmond, Rutherford
	52.9	Alleghany, Camden, Hickory City, Lexington City
	52.7	Beaufort, Brunswick, Columbus, Stokes
	52.5	Franklin, Hoke, Madison, Northampton, Scotland, Vance
	52.3	Edenton/Chowan, Hyde
	52.1	Greene
	51.9	Bladen
	51.7	Woods Charter**
	51.5	Elizabeth City/Pasquotank, Montgomery, Warren
	...	
	51.1	Thomasville City, Tyrrell
	...	
	50.7	Anson
	...	
	50.3	Jones, Robeson
	...	
	49.9	Washington
	...	
	49.3	Hertford
	...	
	48.7	Bertie
	48.5	Kestrel Heights**
	47.3	Halifax
	...	
	46.9	Weldon City
	46.7	NC School of Maritime Studies**
	...	
	45.7	River Mill Charter**
	...	
	45.3	C.G. Woodson**
	...	
	42.3	Lakeside School**
	...	
	41.9	Kennedy Charter**
	...	
	40.9	Lift Academy**
	40.7	Right Step**
	*	Grandfather Academy**, J.H. Baker Jr High**

Notes: [†]Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

Table 28. 1998-1999 End-of-Course Multiple-Choice Test Results
U.S. History -- Mean Scale Score by LEA (Maximum=88)

PRELIMINARY RESULTS

State	Mean Score[1]	1999 LEA Performance
	63.9	Madison
	...	
	61.7	Chapel Hill-Carrboro City
	...	
	59.7	Orange, Transylvania
	59.5	Avery, Cherokee, Wake
	...	
	58.9	Swain, Whiteville City
	58.7	Asheboro City, Buncombe, Cleveland, Mooresville City
	...	
	58.3	Asheville City, Graham, Mitchell
	58.1	Davie, Henderson, Shelby City, Watauga, Winston-Salem/Forsyth
	57.9	Burke, Carteret, Macon, Moore, Pender
	57.7	Alleghany, Dare, Elkin City, Guilford, Union, Wilson
	...	
	57.3	Clinton City, Gates, Hyde, Mount Airy City, New Hanover, Newton Conover City
	57.1	Haywood, Stanly, Wilkes
	56.9	Charlotte/Mecklenburg, Hickory City, Pamlico
1999 State	56.7	Clay, Gaston, Lincoln, Onslow, Pitt, Randolph, Sampson, Yadkin
	56.5	Ashe, Cabarrus, McDowell, Roanoke Rapids City, Rowan-Salisbury
1995-1998 State	56.3	Cumberland, Davidson, Durham, Harnett, Jackson, Johnston
	56.1	Catawba, Chatham, Yancey
	55.9	Camden, Iredell-Statesville, Lee, Perquimans
	55.7	Vance, Woods Charter**
	55.5	Lenoir
	55.3	Alamance-Burlington, Brunswick, Duplin, Granville, Kannapolis City
	55.1	Alexander, Caldwell, Craven, Currituck, Nash-Rocky Mount, Rockingham, Stokes, Wayne
	54.9	Beaufort, Edgecombe, Montgomery, Richmond, Rutherford
	54.7	Greene, Martin, Northampton, Polk, River Mill Charter**
	54.5	Lexington City, Person
	54.3	Edenton/Chowan, Jones, NC School of Maritime Studies**, Scotland
	54.1	Bladen, Columbus, Thomasville City
	53.9	Tyrrell
	53.7	Kings Mountain City, Warren
	53.5	Elizabeth City/Pasquotank
	53.3	Caswell, Franklin
	...	
	52.9	Hoke
	...	
	52.5	Anson, Washington
	...	
	51.9	Robeson
	...	
	51.3	New Century School**, Weldon City
	...	
	50.5	Hertford
	...	
	49.7	Bertie
	...	
	49.3	Halifax
	...	
	48.7	J.H. Baker Jr High**
	44.3	Lift Academy**
	44.1	Right Step**

BEST COPY AVAILABLE

Notes: [1] Scale scores are rounded up to the nearest two-tenths of a point. •Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after July 16, 1999 are not included in this table.

BEST COPY AVAILABLE

Appendix

List of Charter Schools

American Renaissance
Arapahoe Charter
Arts & Basics Charter School (ABCS)
Brevard Academy
Bridges
Bright Horizons Academy
Carter Community
Carter G. Woodson School of Challenge
Catawba Valley Academy
Change For Youth
Chatham Charter
Children's Village Academy
Communities in Schools Academy (CIS)
Community Charter School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary
Englemann School of the Arts and Sciences
Exploris
Francine Delaney New School for Children
Franklin Academy
Grandfather Academy
Harnett Co. Technical
Harnett Early Childhood
Healthy Start Academy
Highland Kindergarten
Imani Institute
John H. Baker, Jr. High
Kennedy Charter
Kestrel Heights
Lake Norman
Lakeside School
Laurinburg
Lift Academy
Lincoln Charter
Magellan Charter
Maureen Joy
NC School of Maritime Studies
New Century School
Nguzo Saba Charter
Orange County Charter
PHASE Academy
Quality Education Academy
Right Step Academy
River Mill Charter
Rocky Mount Charter Public School
Sallie B. Howard School
Sankore School
School in the Community
School of Mathematics, Arts, Sciences, and Technology (MAST)
SPARC Academy
Sterling Montessori Academy
Summit Charter
The Learning Center
Tiller School
Turning Point
United Children's Ability Nook (UCAN)
Village Charter
Wilkes Co. Alternative
Woods Charter